



Digitized by the Internet Archive
in 2010 with funding from
Joyner Library, East Carolina University

The Training School

Quarterly



October, November, December
1914

THE NEW DOMESTIC SCIENCE LABORATORY.

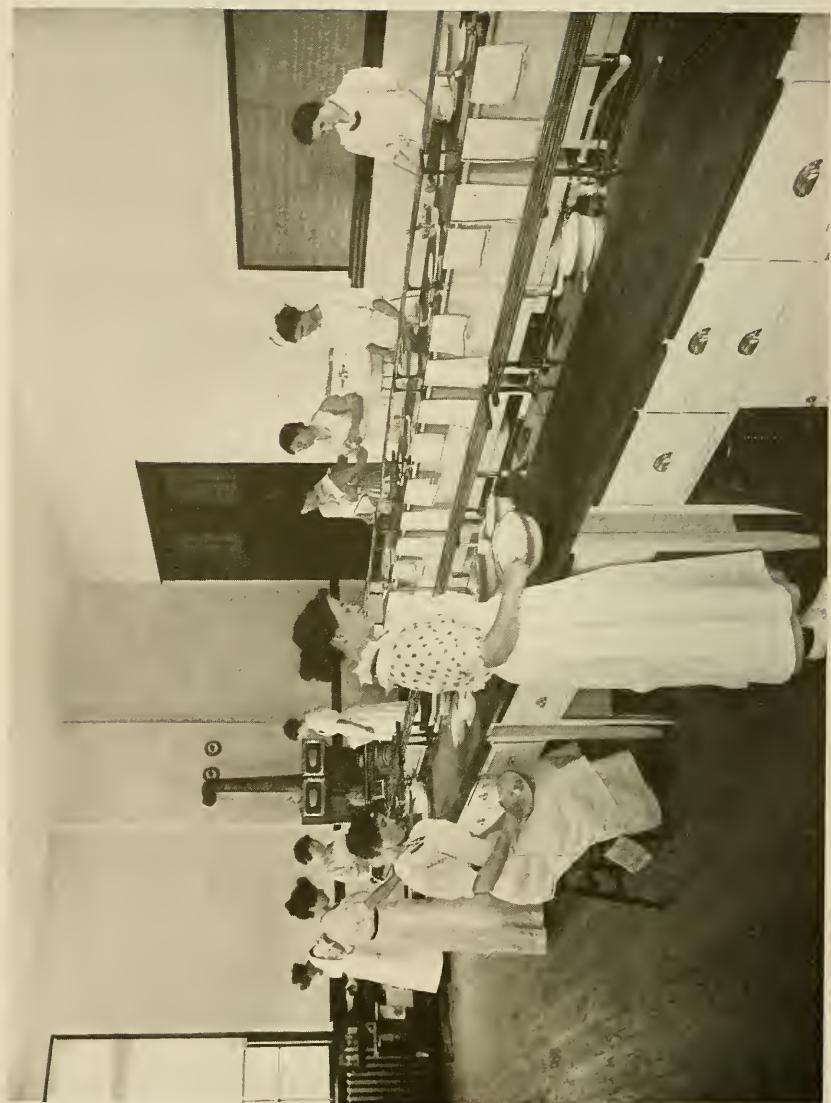


Table of Contents

The Teacher's Opportunity in Solving Rural Problems.....	T. E. BROWNE
Community Service in Sampson County.....	LULA M. CASSIDY
The Significance of Club Work in North Carolina.....	LEON R. MEADOWS
Poem—Lee at Lexington.....	JOHN WILBER JENKINS
The Use of Pageants in Schools.....	SALLIE JOYNER DAVIS
The Value of Instrumental Music in Rural School Work.....	LIDA HILL
The Work of the School in Developing Moral Character in the	
Grammar Grade Child.....	C. W. WILSON
Poem—Loafin' on the Corners.....	HAROLD BARNES
Teaching Spelling in the Primary Grades.....	BETTIE SPENCER
Reports on War Topics.	
Report of Speech by Governor Locke Craig.	
Money for the Rural Schools. ✓	
Editorials.	
Plans and Suggestions.	
Question Box.	
Reviews.	
Alumnæ Department.	
School Organizations. ✓	
School Notes.	
Bulletin.	
School Spice.	

The Training School Quarterly

VOL. I.

OCTOBER, NOVEMBER, DECEMBER, 1914.

No. 3

The Teacher's Opportunity in Solving the Rural Problem

T. E. BROWNE.

WHEN we study the statistics of our State and note the rapid development of our towns and cities, educationally and industrially, and see the enormous toll the country districts are paying to the cities, when we travel over our State and note the large number of farm homes deserted by their original owners and occupied by negroes, either owners or tenants, we are constrained to believe that the rural sections have not kept pace with the centers in this wave of progress. When we notice the restlessness of our country populations, their anxiety to get into the more thickly settled centers in order to enjoy the social and educational advantages which are possible through organized coöperative effort, we find ourselves face to face with the greatest problem confronting the South to-day, and we must admit this is a "Rural Problem." The educational, agricultural and religious leaders must unite their efforts toward bringing about such conditions out in the open country as will make country life more satisfying, more livable.

There are distinctively four agencies that stand out as the most potent factors in the solution of this rural problem, viz.: the schools, the homes, the churches, and the public highways. These four institutions determine the status of rural society. What is the condition of these determining factors as we find them in rural sections of North Carolina to-day?

In the first place, we need a new type of school in the country. The day of the little one-teacher schools, in which a young woman tries to teach all the grades, many times even going into the high school grades, using a course of study arranged by some idealist for the town schools, is doomed. To be sure, we cannot get rid of all the one-teacher rural schools at once, but it is only a matter of a few years before the people in the rural sections are going to demand an efficient type of school. When a few of these typical rural schools are established and the results presented to the people the smaller communities with the inefficient schools are going to become dissatisfied and demand that their children be given as good schools as those in the neighboring district.

Then will they be brought face to face with the necessity of consolidation and community effort. It is to be hoped that in a few years the

only type of school which will satisfy any rural community will be one with a minimum of three teachers in a district with enough taxable property without an excessive rate to equip and maintain a real country school, built and maintained out in the country, by country people, for the purpose of training country folks how to live prosperously and happily. This country school should have in connection with it from four to twenty acres of land, if possible a teacher's home, with the teacher employed for twelve months. In this school there should be a trained teacher of agriculture and the related sciences. There should be a domestic science teacher with an equipment for teaching the household arts. This course should be required of every girl after she passes a given age. This department should be used for demonstration purpose and frequently the parents should be invited to come to the school to inspect the work of their daughters and to attend demonstrations given by the teacher.

The school form referred to above should be used by the teacher of agriculture for demonstration purposes, where he can take his classes in agriculture, show them the practical application of the sciences he has taught them to the actual field work, taking care to so arrange the class work that it will fit into the farm activities of the season. Wherever there is one, the County Demonstration Agent should be called upon to visit this school farm at regular intervals, invite his demonstrators in the community to meet him there and with the students present five actual demonstrations to prove the great underlying principles of successful farming.

In this way, this new type of rural school would not only be teaching the boys the real practical things with which they are to deal in after life, but also would become a center of community activity for all the people. Of course this new rural school is going to have its course of study arranged to meet, as far as possible, the requirements of that boy who wants to farm, and can never go to any other school. It should be so arranged as to teach the country girl, who is to be the queen of some rural home, and can never get any further training than what she gets in this school, just those practical things about cooking, home-making, the beautifying of the grounds, and how to utilize the waste. This new type school necessarily will require a different type of teacher.

Our teacher-training institutions have seen the handwriting on the wall and in the last few years they have begun to emphasize those courses which will equip our teachers for this crying demand. They are to-day paying higher salaries for teachers to do this work than for their music and art teachers.

It is very gratifying to visit the Normal Schools of the State and see the fine work done in the domestic science departments. We feel that the schools of the future, with teachers trained in these schools, must surely render greater service to their communities. We must not forget

that all this training cannot possibly make a teacher out of an individual who has not the missionary spirit, who has not gotten the proper vision of her relation to the community. The teacher who is to render the most efficient service for the rural community she is to serve must be acquainted with country conditions, must know something of the plant and animal life of the community, and be able to talk intelligently with the children and their parents about the things they are interested in. Her conversation should relate to these subjects, and should show that she believes in country life as the best and happiest life to be lived. She may not necessarily be deceitful and appear to know things she does not, but should show a desire to learn those things from the people of the community. Many a farmer is immediately drawn to the teacher when he is able to teach her something about farm life. The degree of interest shown in these folks and their activities measures the success of the teacher in the district. She must be interested and believe in country folks.

One of the most needed reforms in the country is more conveniences for the women of the home and more attractive surroundings for the young folks. Too many of our boys and girls leave their country homes because they have never been made to feel there was any place for them except as a hired man or woman to do the drudgery of the farm from one day's end to another. So many boys in homes of considerable means are never given a room to call their own, with pictures and furniture to make it attractive, but are stowed away at night in a small garrett or anteroom. This boy occasionally visits his friends or cousins in town, whose father is not worth as much as his own, and he is invited to an attractive, tidy room with neat furniture and pictures and he begins to think of this difference as only the difference between country life and town life, and he makes up his mind then and there that as soon as possible he is going to move to the town where he can have more comforts.

He spends the night with his cousin, sleeps with him in this comfortable room until six or seven o'clock in the morning. He remembers that at home he is called every morning in the year at four o'clock and has to work till dark, with seldom a Saturday afternoon off. Who blames the country boy, accustomed to this kind of life, for wanting to get away from the farm at the first opportunity? Some men pride themselves on getting their families up at four o'clock in the morning. These conditions should not exist. With modern farm machinery and improved methods of agriculture which are being taught, by our Colleges, our farm Demonstration Agents, the Farmers Institutes and the farm papers, there is no need of any farmer's working such long hours as formerly. He should be able to make a living working the same number of hours as men in other vocations.

The real teacher, who has won a place in the hearts of the people

whom she is to serve, can, by tactful suggestion, and by getting the proper literature and bulletins into their hands, get these people to think differently about these matters, and to see that they aren't treating their children fairly. Far too many of our farm homes have no convenient water supply. Often the women have to carry the water from a spring or from a well with wheel and chain, fifty yards from the kitchen door. This is the daughter's impression of life for a farmer's wife, and she soon writes across her heart, and shows it in her face, "No farmer need apply." There are dozens of farm homes in the State in which water systems have been installed, acetylene lights put in, the houses painted, flowers and shrubs planted, all because of the influence of some teacher who had a vision of her opportunities, and through the power of suggestions had brought these things to pass.

The successful teacher never circumscribes her field of activities by the walls of a school room but is ever alert to the larger opportunities for service to her people. By her interest in the neighborhood activities she makes her work in the school more effective. Because of the moving to the town and cities of so many of the best families our rural communities have lost the charm of the old time social life which existed in the days of the homesteader. Man is a social animal and the boys and girls of the country districts crave some form of social life. There is probably material in the community for various societies and social organizations, but there are no leaders to take hold of and direct the social life, consequently what attempts have been made at organizing a reading circle, a literary society, a betterment association, and many others have failed. The young lady who goes into this community to teach has been accustomed to some social life and has leadership and tact for organization. Right here is afforded an opportunity to take hold and direct the social life of her school district, and because of her superior advantages it becomes incumbent upon her to do this. She can thus show herself to be an important factor in the community life, and probably the next year the trustees will materially increase her salary to hold her.

The teacher must also enter into the religious life of the community and help out in church and Sunday school. The singing may not be as good as in her home church nor the dresses and hats in style, but she has gone to the community to render service and the greater the need the more pressing the duty. Some teachers excuse themselves because the church in the community is not of their denomination. Of course if there is a church of her faith in the community she should help in that, but if not she should go to work in the church and Sunday school most convenient, there to be a leader in the music and other religious activities.

Then the teacher who is to be a success in this new type of rural school is going to look around and see that to be of the greatest possible

service to her people she must connect her school with every organization in the neighborhood which has for its purpose the bettering of the rural conditions. There are the Boys' and Girls' Clubs, the success of which is in direct ratio to the interest that she shows in them.

The Betterment Association for the improvement of schoolhouse and grounds can be made a most valuable community activity if the teacher will get behind it. This new teacher must connect the school with the farmers' organizations, and become a member if eligible. The rural teacher really holds the key to the solution of many of our most intricate rural problems, if she will only accept this opportunity. She should take pride in leading the folks into a fuller realization of the possibilities of country life, help them to get a new vision of the beauties of nature and develop in them that trained imagination which shows them through the mental picture what their community may be if all the forces will only coöperate with the teacher in this new type country school.

Community Service in Sampson County

LULA M. CASSIDY, *Rural Supervisor.*

CHE widespread agitation for rural uplift has crystallized into a practical experiment recently in North Carolina which, if successfully worked out, will demonstrate the feasibility of community organization and lead our rural people out along the lines of coöperative endeavor.

A conference of the State's leaders in educational, agricultural, health, moral and social development was held a year ago in the office of State Superintendent Joyner looking toward specific efforts for rural uplift. A plan for community organization was formulated which was to be tested out in some one community in order to establish a standard of community life. After casting about for a few months to find the place which would lend itself most readily to their plan of development, the State leaders settled upon Salemburg in Sampson County for the official community. The county officials of Sampson and the leading citizens of Salemburg joined hands with the State force in this experiment, and representatives of the State and county educational, agricultural and health departments met the whole citizenship of Salemburg in their little church March 31st for the formal organization of the first Community League. The organization has for its officers a president, vice-president, a secretary-treasurer and a corresponding secretary. The work of the league was allotted to six committees as follows:

1. Committee on Social Life; looking after:
 - (a) Roads;
 - (b) Recreation; fairs, games, neighborhood meetings, etc.

Mr. Clarence Poe to be the adviser of the committee.
2. Committee on Educational Work; looking after:
 - (a) The School;
 - (b) The library; lectures, farm literature, and so on;
 - (c) Boys' and Girls' farm clubs, debating societies, etc.

Advisers for the committee, Supt. Joyner and Mr. Brogden.
3. Committee on Farm Progress; directing:
 - (a) Farm production;
 - (b) Marketing; coöperative buying and selling;
 - (c) Rural credits, and thrift.

Advisers, Mr. Hudson and Mr. Brown.
4. Committee on Moral Conditions and Improvement:

To develop Church and Sunday School interests and to enlist these in the efforts for community development.

Adviser, Rev. C. K. Phillips.
5. Committee on Health Conditions and Improvements:

To make a survey and adopt means for insuring health of the community.

Adviser, Dr. W. S. Rankin.

6. Committee on Woman's Work:

To look after home equipment, to work out plans for household management, home industries, and so on.

Adviser, Mrs. Charles McKimmon.

The league has been at work for eight months "developing its resources of soil, of home, of manhood and of womanhood." The most active agents in this work have been Dr. John Collinson and Mr. J. L. Tregellas, who were located in this community by the Rockefeller Sanitary Commission and the State Board of Health to make a sanitary survey of the entire district (which comprises about twenty-five square miles) and to eradicate all preventable diseases. From the middle of April to the first of September these health officers visited and inspected every home in the district, wrote into their records a complete health history of every individual for three generations, made 729 hookworm examinations, treated 280 cases of hookworm, vaccinated 211 people against typhoid fever, vaccinated 78 against smallpox, induced 14 families to completely screen their homes, rendered very material assistance in a local tax campaign which resulted in 80 votes favorable and 11 votes unfavorable, secured the passage of an ordinance by the town authorities to tax the people of Salemburg a sufficient amount to pay for the installing of the bucket type of closet at each of the 34 homes in the village, to build septic tanks for sewage disposal, and to pay a man to care for the buckets each week. They have now completed a sanitary closet campaign in the rural portion of the community also. The work of these men was not confined to health matters alone, but they touched every phase of the community life, lending aid to every undertaking which makes for civic or moral improvement. The committee on health work has coöperated fully with the health officers in getting results.

The agricultural interests of Salemburg have been splendidly developed in the last three years, and this community easily leads the county in farm productions. The Farmers Union, which numbers approximately seventy-five in its membership, is studying diligently the leading farm life problems of the day, and is looking toward definite activities along the lines of coöperative buying and selling, animal industry and better home and farm equipment. Every farmer in the community is inoculating soil and putting in clover or some winter cover crop.

The housekeepers of Salemburg are organized into a strong Matron's Club which is doing very significant work in the way of promoting home industries, household management and general uplift work. The entire membership is divided into several working committees, each of which has visited every home in its section of the community for the purpose of soliciting coöperation of every family in the health campaign, and these committees are systematically caring for the sick and suffering in their respective territories. Very recently the Woman's

Club organized the young ladies of Salemburg into a branch club, the prime purpose of which is to promote the cultural side of life and to co-operate with the older woman's club in its efforts to establish a community library. It is expected that the young ladies will in turn lend their influence and aid to the young girls, who have a very interesting industrial club. The women have caught the vision and have gone about their part of the work in a way that must give back results.

The young men, under the tactful leadership of the health officers, built a tennis court, organized a baseball team, and also a local band, which will soon be in shape to furnish creditable music for the public gatherings in the community. The social life of Salemburg has been greatly stimulated by the general quickening of community life and the young people are constantly making opportunities to enjoy life through wholesome and innocent means.

The church and Sunday School interests are in a high state of development. There is only one church and one denomination in the village and the membership is united and coöperative. The Sunday School enrollment is at present 387 and the per cent of attendance runs very high. The enthusiastic Baraca and Philathea classes have done a great deal of work recently in stimulating attendance and interest. The pastor, aided by the leading men and women of the church, conducted several lively temperance meetings which had large attendances because of the bright, interesting programs which were planned with a view to attracting the young people. The pastor, Rev. W. J. Jones, who is president of the Community League and principal of the Pineland Boarding School for Girls, has been untiring in his efforts for the advancement of the public interests of his locality. Mrs. Jones, who is corresponding secretary of the league, has marched shoulder to shoulder with her husband in the work.

The educational progress of Salemburg has for many years depended almost entirely upon the Pineland School; but the citizens, realizing that the public school has a specific place in the educational life of every community, and that it should be the central agency in the promotion of a scheme of development which is designed to reach every individual regardless of social caste or other circumstance, have set about to build up a public school which shall coöperate rather than conflict, with the splendid private institution in their midst. The first step in this direction was the voting of a special local tax in June, which enabled the committee to employ a good male principal and three lady assistants. It is the purpose of the committee to develop a good rural school, teaching sewing and cooking to the girls, and practical agriculture on demonstration school farm to the boys. The Pineland school has added a department of teacher training to its curriculum and will use the public school for observation and practical work. This work will be under the general direction and supervision of the State and County Departments of Edu-

cation. The committee for the public school has recently purchased an eight-acre site for a new school building which will be erected as soon as the funds are available. The school site will be amply large for a school farm, and the work in agriculture with the boys is being conducted jointly by the principal, Mr. R. L. Pittman, and the progressive and capable farm demonstrator, Mr. J. A. Turlington, who resides at Salemburg. The County Board of Education arranged for a joint Educational-Agricultural Health Institute for Teachers and Citizens to be conducted at Salemburg in August. This institute gave special attention to health, agricultural and domestic science training, and the State's experts coöperated with the county in working this plan out successfully. This work, it is believed, has augmented the efforts of the Community League very greatly in securing a high standard of country life.

The rapid achievements of this league, which have gone on record in the eight months of its existence, speak eloquently for the merit of the plan; and the splendid public school which is being developed at present, with its cooking and sewing for the girls and its woodworking shop for boys, its acre for school corn, its hot-bed and coöperative dairy school, all of which are either in operation now or will be in the course of three or four weeks, are some of the results which have been made possible by the Community League through the voting of the special tax last June and through studying to develop a type of school which shall really fit the needs of rural life.

If further testimony as to the practical merit of this scheme of community building is needed, it may be found in the fact that a neighboring community, Ingold, after watching the plan tried out for six months, decided that it was what they were looking for and, consequently, proceeded to organize their community by the same plan. This league has been operating for two months. Like the Salemburg league it is building up the life of the community very rapidly. The fact that communities which have an opportunity to study the experiment first hand are voluntarily entering into the same scheme of organization argues strongly for the practical worth of the scheme.

In every phase of the organization at Salemburg one can see the quickening of life, and the current of civilization which has always been more or less dammed up in Salemburg, as in all other rural sections of the South, has broken through the confining bounds of local traditions, customs and self-content and has become a freely flowing stream which is carrying the most of the barriers beyond the border, and is flooding the community with new ideas and activities. Every channel of activity and development is operating under the auspices of the Community League, and the success of the experiment is already assured, although the work which has been begun will require not months but years for complete development. It seems not expedient to push the material development more rapidly than the spiritual growth of the people.

The Significance of Club Work in North Carolina

LEON R. MEADOWS.

CHERE was a time in the history of our country when the territory, now known as North Carolina, was completely dominated by the clubs of the savage Indians. As a result of the struggles made by our forefathers the Indians were subdued and the club which had ruled gave way to more useful articles, such as the axe, the plow, and the hoe. To-day, however, clubrule has returned; but the clubs of the present are quite different from those of pre-Revolutionary times; then they represented brute force; now they represent organization; they were used to destroy life; now they are used to conserve it. So thoroughly established are the clubs in our State that it is almost impossible to find a person who has passed the high-school age and who has not at some time in his life belonged to a club. Boys and men join pig clubs, corn clubs, the Grange, the Farmers Alliance, the Farmers Union, Athletic Clubs, country clubs, hunting clubs or literary clubs; girls and women are permitted to join most of the clubs mentioned above, and in addition they may be found in sewing clubs, poultry clubs, canning clubs, religious clubs, and betterment associations. This is by no means an exhaustive list of the clubs found among us, but these types will at least suggest how cosmopolitan our club life has become.

The causes of this club spirit are numerous. One of the chief causes is the gregarious instinct. It is natural for human beings to love the crowds; it is unnatural for them not to want companionship. A person who desires isolation rather than society is the exception and not the rule. "Man responds to the absence of human beings by discomfort, and to their presence by a positive satisfaction." [Thorndike '13, vol. 1, p. 85.] "To be alone is one of the greatest evils for man, so that solitary confinement is regarded as a cruel torture." [James, '93, vol. 2, p. 430.] "The possession of this instinct (gregariousness) even in great strength, does not necessarily imply sociability of temperament. Many a man leads in London a most solitary unsociable life, who yet would find it hard to live far away from the thronged city. Such men are like Mr. Galton's oxen, unsociable but gregarious." [McDougall, '08, pp. 86, 87.] Gregariousness is only one of the many social instincts which may be cited as causes of the club spirit.

Another prominent cause of this phenomenon is coöperation. Men and women, boys and girls are beginning to see the advantages of coöperation over those of competition. This idea is by no means a new one; we find coöperative unions in existence long before the time of Christ; but never before has the theory been adapted to such practical purposes. "In the social and economic sense of the word, coöperation generally means the association of work-people for industrial interests,

in store, workshop, or other undertaking and the equitable distribution of profits among those who earn them." [Standard Enc.] To-day, we have gone even further than this: there is coöperation among the non-industrials as well as the industrials, and there also exists a close inter-relationship between these two classes.

The final cause, which I shall mention in this connection, is education: this works both upward and downward. At one extreme are those who are trying to disseminate information: at the other extreme are those striving to obtain knowledge. The clubs themselves are educative: here, members get training in social service through participation in coöperative effort; such training is exceedingly valuable to all participants. The club serves as a clearing house for ideas; each member falls heir to the accumulated experiences of the body. From this it may easily be seen that education is not merely a cause but is an effect as well.

Having examined the causes, let us now turn to the accomplishments of some of these clubs. Perhaps, the best organized union of clubs in the State is that known as The North Carolina Federation of Women's Clubs. This organization consists of one hundred clubs with a total membership of 3808. Each member keeps in touch with the work of its club; each club with the work of the State Federation, and each State Federation with the General or National Federation. In this way new thought is constantly being infused into the individual clubs. The work of the Federated Clubs is divided into eleven departments, namely: Art, Civics, Conservation, Education, Health, Home Economics, Literature, Library Extension, Music, Publicity, and Social Service. All of these are in a sense educational. Each department has a committee appointed to extend and perfect its work. The work is not limited to the members of the clubs, but an effort is made to help the entire community; in fact the spirit of social service pervades the whole federation. "Women realize that their part is still that of conserver and preserver, and they had asked themselves, as soon as their eyes became a bit accustomed to the growing light of freedom: In what way may I become of service under these changed conditions of life?" [Hist. Fed. Clubs '12, pp. 25-26.] Women have answered this question by active participation in community service. They have improved the sanitary conditions both in and out of the home: libraries have been founded; books, magazines and newspapers have been placed within the reach of thousands who did not possess such advantages before; many poor girls have been sent to college, and education generally has been advanced. The following from the 1914-'15 Year Book of North Carolina will show what is being undertaken: "Nothing is more vital than the improvement of our rural schools. A more permanent tenure of office on the part of the teacher is absolutely necessary to bring about this betterment. A home for the teacher—or teacherages, as they are called—

near by the school building will give a feeling of permanency sooner than anything else. If a visiting nurse may be induced to make her home with the teacher, so much the better." It is impossible to estimate the good that the Federated Clubs have done and are doing in our State.

The Farmers Union is another club that has become a vital factor among us. It has more members than any other organization in the State. To it are admitted as members farmers, school teachers, physicians, and those especially interested in farm work. Its purpose, primarily, is to build up the farm, to make the country a more desirable place in which to live, to promote education, and to bring about a stronger coöperation among the farmers. Already much has been done toward making the rural districts more attractive. Good roads have been built so that communication is less difficult than formerly; crops can be moved with less expense and with greater facility. Telephones have been installed; books and magazines are finding their way into the homes; modern improvements and labor-saving devices are doing their part in making the farm work lighter. A smaller proportion of people are leaving the farm for the city, and some are even leaving the city for the farm. The Farmers Union deserves much credit for the part it has played in helping to bring about the present conditions.

Under the leadership of Mrs. McKitmon, of Raleigh, the Canning Club work is being rapidly developed. During the year beginning December 1, 1914, and ending December 1, 1915, 32 counties were organized with a total enrollment of 1544 members. The membership is divided into 144 clubs with 78 supervisors. The total value of the vegetables and fruits canned by these clubs in one summer is \$33,361.50; the actual profit is \$25,935.74. From the economic standpoint alone it is not difficult to see the value of these clubs to our State.

The Boys' Corn Club work was organized five years ago, and through the untiring efforts of Mr. T. E. Browne it has spread very rapidly during the past year. At present there are within the State 51 corn clubs with a total membership of 4,402; it is expected that 10,000 boys will be enrolled in this work during 1915. Mr. Browne gives the object of these clubs as follows: "If the only aim of the Boys' Corn Clubs were to show them how, by growing a large yield of corn, they could win a prize, it would still be worth while, but would not be worthy of the devotion and untiring effort of those who are interested in making it a success. It is hoped, through these corn clubs, to interest farm boys in the upbuilding of rural North Carolina. It is the object of the clubs to prove to country boys that there is more in the soil than the farmer has ever got out of it; to inspire them with a love of the land and with inspiration for a deeper study of the book of nature; to afford rural teachers a simple, easy method of teaching agriculture in the school by the use of illustrations on the farm; to show the boys and young men in the country that

success in farming is in direct proportion to the intelligence with which labor is applied to the soil; and to impress on the boys and the country generally the great opportunity for the use of trained intellects in the solution of large rural problems. "The results of this work have been marvelous. Land which had been producing less than 20 bushels per acre has been made to produce more than 200 bushels per acre. The boys who grow the highest number of bushels of corn per acre at the lowest cost are given scholarships to the Agricultural College, where they can continue their study of agriculture.

Out of the Canning Club and the Corn Club have grown the Poultry Club and the Pig Club; the former for the girls, the latter for the boys. These have been organized only recently, but they bid fair to become as popular and as helpful as are their predecessors. It is the purpose of these clubs to stimulate an interest in the production of better poultry and better hogs so that the farmer will become not only self-supporting but that he may add to his income through the sale of these products. In order that rural life may be built up through these clubs the State has assumed the role of school-master and is furnishing directors, information through bulletins, and funds for club development.

It would be unjust, in a discussion of this kind, not to mention the work of the Betterment Association. This association, consisting of men, women and children over fourteen years of age, has done and is doing much for the betterment of public schools. Through its influence school terms have been extended, school grounds have been made more beautiful, the school and its environment have been made more sanitary, school farms have been bought and tended, and rural education has been greatly promoted.

The significance of the work of the clubs of our State can hardly be over-estimated. Barriers are being broken down, and the isolated ruralist is beginning to touch elbows with the leading educators. Men from the greatest universities of the world are going out into the country districts and engaging in the movement for the uplift of their fellows. Today in North Carolina we have engaged in rural education graduates of Oxford, Cambridge, Columbia, Johns Hopkins, Cornell, Chicago University, Yale, Harvard, and Princeton, and these graduates are reaching the masses largely through the organized club work. A closer relationship has been established between the home and the school, and between the school and the vocation. A new conception of culture is gradually supplanting the older conception. If our pupils are to become socially efficient we must adapt our school curriculum to the new standard; there must be a continuity between the informal education of the home and the more formal education of the school; theory and practice must go hand in hand.

Summarizing, we have shown that the clubs are very widespread in our State; that the principal causes of this club movement are the gre-

garious and other social instincts, the desire for coöperation and education; that the clubs are doing a great work in their efforts to further ideal conditions in the rural districts; and, finally, that the educators must see that the subjects presented in school actually function in the lives of the pupils.

Lee at Lexington

JOHN WILBER JENKINS.

Calm-eyed, serene,
The swordless general stood,
Inspiring youth to noble thoughts and deeds;
Planting the pregnant seeds
Which in the peaceful time to come
Would burst into the fragrant bloom
Of a new nation bound in Brotherhood;
Remembering all the brave
Who climbed the heights of flame
Or plunged into the depths of hell
At his command;
Surveying all the hopes and fears
That crowded the disturbing years—
The star-crossed flag
That wreathed in glory, fell—
The valorous armies torn by shot and shell—
An Empire's embers, smoking in its ruins.
Proud of the very ashes of the past—
He knew his cause was dead,
But buried in a million loyal hearts
Duty had led him through life's tortuous ways,
His great soul did not know defeat,
Nor mourn the unreturning days.
The Valley of the Shadow
Unfaltering he trod—
As one who faces Heaven unafraid
And does not fear the judgment of his God.

The Use of Pageants in Schools

SALLIE JOYNER DAVIS.

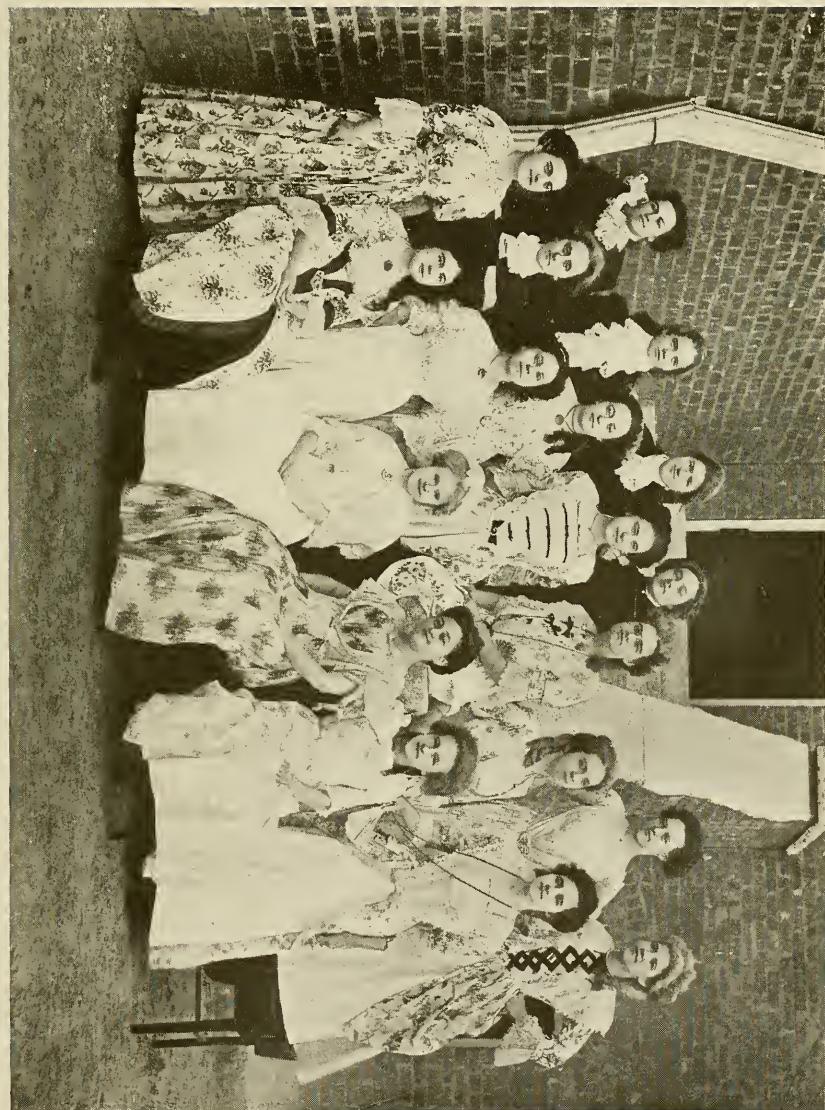
PAGEANTRY in America is still in its infancy, the earliest formal pageant being given about eighteen hundred and eighty-eight.

Since that time all sections of the country have recognized the richness of their background and the fullness of their dramatic possibilities, and have presented in pageant form almost every phase of American life. While each year discovers new phases, so inexhaustible are the uses of pageantry that only its fringes have been touched upon. The several hundred pageants that have been given are so varied in size that they have been produced in small theaters, halls, parks and even bigger enclosures; so varied in their simplicity or elaborateness that they have ranged in price from one dollar to seventy-five thousand dollars; so varied in subject matter that they have been drawn from historical, literary and purely fanciful sources. Each has seemed a law unto itself, but out of all this variety have evolved three types of presentation, the parade composed of floats and marching companies, another out-of-door performance at selected sites of historical events, and the indoor entertainment made up of scenes so related as to possess unity. The greater number of outdoor pageants given have been produced by towns of all sizes and their neighboring communities. In 1908 Quebec celebrated her 300th anniversary; a year later a New England town of less than two thousand inhabitants celebrated its anniversary in the presence of twenty-five thousand spectators.

While much may be said of the parade and other outdoor performances for the use of schools, the indoor performance is the best adapted to the average school, certainly to the one in which the number of performances is comparatively small, as an outdoor performance needs very many more people than the one indoors.

There is no reason why the teachers of the upper grammar grades and high schools of both country and town should not make frequent use of this form of the pageant. Once fully aroused to the undertaking, the teachers will find talent capable of entering into it. While there may be lacking a certain finish and perfection, the spontaneity of the effort and the enthusiasm of the performers will make up fully for defects in other respects.

In his introduction to Miss Esther Willard Bates' book, *Pageant and Pageantry*, Mr. William Orr says: "In its nature, methods and aims the pageant is much to be preferred to the plays, fairs and exhibitions often given. The instruction in history, science, language, art and literature is direct and vital. Pupils live in the scenes they are rendering or witnessing. Imagination is quickened. The process is constructive, not analytical, because the appeal is to all the faculties. Such a



COSTUMES IN FIRST COLONIAL ENTERTAINMENT, GIVEN AT THE TRAINING SCHOOL, 1911.

57052

strong interest is certain to have a profound influence on the reading of the pupils, and often dramatic, literary or artistic ability is discovered. The effect of the production of a pageant on the school organism is somewhat akin to the results seen in the larger community of town or city in that a fine spirit of helpfulness is engendered. Both teacher and pupil work for a common aim. The pageant may be regarded as one more instance of the way in which the new education is using the play instinct. By reason of the constructive quality of such entertainments, their appeal to the hero worship and the historic sense so strong during adolescence, and their genuine artistic quality, they must be regarded as most important devices put in the hands of the teacher today."

An increasing number of pageants is published every year which may be adapted to almost any school in almost any locality. These should serve more as suggestions, for, as Miss Bates points out, that pageant "is most effective and educative when it is conceived for the occasion, produced by the participants and representative of the actors."

Last February a Colonial Pageant was given in the auditorium of the Training School by the students of the History Department. It was an adaptation of a pageant given in full in Miss Bates' book. Five of her episodes were omitted, four were used with some substitution in part, and three new ones were added, making seven complete units connected by the prologues. The pageant opened with a processional march of the entire company down the center aisles of the hall, up on the stage, crossing and recrossing, and down again to the seats reserved for them near the stage. The mass effect of the actors, costumes, music, singing and onward motion was very fine. The interest of the audience in the individual players stimulated interest in the performance.

After an introduction by the Prologue the episodes were given in rapid succession. "Ye Olde Time School," in a series of tableaux, gave an opportunity to use the children of the practice school. The first year academic students of the school were reading Hawthorne's Province Stories in connection with their work in English. The second episode of the pageant was a pantomime of old Esther Dudley summoning the ghosts of by-gone guests to a midnight revelry at the Province House. The Minuet, danced by ten couples, the Edenton Tea Party, Dainty Dorothea and the Declaration of Independence followed. Dainty Dorothea was given in song, tableaux and a few steps of the gavotte at the close. The episode that had the most local color was the Edenton Tea Party in which about fifty took part, many of whom were the descendants of those high-stepping dames who met in the home of Penelope Barker on that memorable day, October 25, 1774, to protest against the use of tea and other English importations. As a grand finale the actors were grouped upon the stage and both cast and spectators joined in singing "America."

A word should be said of the money and time spent on this pageant.

The department was allowed twenty-five dollars to use in staging and costuming. Not a penny of it, however, was used, as the staging was reduced to a minimum and the costumes were designed and entirely made from the students' own wardrobes.

The style of last winter's coat could not have been better had Dame Fashion had Colonial pageants in mind. Rounded in front and long in the back, the coat had just enough of the masculine cut to make it very effective. With the coat of her best suit, basketball bloomers, hair plaited and powdered, a soft handkerchief stock, a bit of lace at the neck and in the sleeves, low-cut shoes with pasteboard buckles, the tall girl made the handsome, dignified Colonial gentleman of the Minuet and the Declaration of Independence. The costume of the stately Colonial dame, fashioned from the flowered crepe kimona draped high over the hips, the silk petticoat, a ribbon girdle and bits of lace and velvet, was devised by the first year professional student. It speaks well for the ingenuity of the girls when less than three dollars was spent by the entire cast of more than two hundred people.

Only one episode, the Minuet, was assigned as long as two weeks before the night of the entertainment. The other episodes were given to classes or groups of classes, and only class time was used for the little practice needed. Owing to the character of the pageant only one full dress rehearsal was necessary. At no time was the adaptation of this pageant to any good size high school lost sight of.

Here the advantages of a pageant for a whole school over the play may be emphasized. A play is a continuous action on a single theme, a pageant is an interrupted action on related themes. A play has unities of time, place and action, while the pageant dispenses with all these. Because of these differences between the play and the pageant the latter has a freer scope, a wider range for numbers than the former. In a pageant the same characters seldom appear in more than one scene, making it possible for several episodes to be practiced at the same time. A pageant allows many more people to have important parts and each part is, as a rule, short, easily learned and easily rehearsed. Then, too, in a pageant the average actor can do excellent work in a single episode since she does not have to sustain a character through a scene longer than ten or fifteen minutes.

In the public schools of our State the law requires North Carolina history to be taught in the fifth and sixth grades and the history of the nation in the seventh grade. What finer entertainment could be had than a State or national pageant developed in ten or twelve episodes all through the year? The history and literature of North Carolina, its wonderful industrial and educational progress in the last half-century, would make a fine program for the closing exercises or the county commencements.

Sir Walter Raleigh presenting the two Roanoke Indians, Manteo and

SCENE FROM COLONIAL PAGEANT, 1914.



Wanchese, at the court of Elizabeth, the deeding of a large grant of land to George Durant by the chief of the Yeopim Indians in 1653, the coming of the Palatines, the Swiss, Germans, Scotch-Irish and the Highlanders, in three episodes would visualize the settlement of the State as no printed words could. The Edenton Tea Party, the Mecklenburg Declaration, the Halifax Convention, Flora MacDonald at Moore's Creek, Betsey Dowdy's Ride are full of dramatic possibilities as Revolutionary episodes. The industries and products of the State, the evolution of the country school from its state of solitary desolation of twenty-five years ago to the present day when it is fast becoming the center of community life have in them effective uses. The grouping together of all the actors around the Great Seal would make a suitable closing. The girl representing the left-hand figure of the seal might give the prologue.

Besides a State or national pageant, a school or, better still, the schools of any one of the one hundred counties could present a county pageant which would prove a fascinating field of endeavor to all concerned, teachers, pupils, communities. As a pageant of this character particularly takes a territorial unit into its grasp, arouses it into bringing its own history to life again and thrills it with pride at its own achievement, it is one of the most potent forces in civic and social development.

The Value of Instrumental Music in Rural School Work

LIDA HILL.

CHERE was a school, in the time of Dickens, which he called a hothouse for the forcing of intellectual vegetables. "Every description of Greek and Latin vegetable was got off the driest twigs of boys. Nature was of no consequence at all. No matter what a young gentleman was intended to bear, the teacher made him bear to pattern somehow or other."

We hardly need a description of the teacher of such a school. We can see Miss Blimber, dry and sandy with working in the graves of the deceased languages and facts, which must be dead, stone dead, to attract Miss Blimber's attention.

Nor does it take very keen foresight to predict the result of such education (?) on the pupils, but Dickens gives us this: "Under the forcing system a young gentleman usually took leave of his spirits in three weeks. He had the cares of the world on his head in three months, * * * and at the end of a twelvemonth had arrived at the conclusion, from which he never afterwards departed, that all the fancies of the poets and lessons of the sages were a mere collection of words and grammar and had no other meaning in the world."

And so the description goes on, clever and funny, but how sad. Does Dickens have in mind only the punishment of such teachers when he suggests "that the teachers be set to work in a stony soil to make new roads, and that Miss Blimber be made to go before with a pickaxe"? Or does he really see into the future when new roads will be made toward real education?

Such roads we know are being made rapidly in all departments of education; and it is to one of these roads that we wish now to call attention. It seems to me that perhaps the saddest thing in this description of Dickens' is the thought that the children "usually took leave of their spirits in three weeks." Of what use can education be to a person who has "taken leave of his spirits?" Is this education? Isn't education rather the development of power? Power to enjoy as well as to understand and to do?

We know, now, that we cannot force an education on a child. What we can do is to stimulate and encourage a child's natural instincts and desires. The love of rhythm and melody is a large part of a child's nature. We recognize this in our public school music when we give tuneful songs, and in the reading lesson by using rhymes and jingles. Why not, then, in all sorts of marches and dances; to say nothing of the beauty that lies before a trained listener of music. Just here is where we can stimulate instead of repress the spirit of the child. As an ex-

periment instrumental music has been introduced into various schools, and the report comes to us that the real, the vital benefit achieved is the new spirit injected into the normally dull lives of the pupils.

We now know, too, that we cannot educate the masses as masses but rather the masses as individuals. There will be some children who show a natural love of music, some of literature and so on. Is it right to curb the natural desires of the child and direct him to other work for which he is not fitted by nature? When a child shows a genuine love for music what a pity to shut this joy out of his life; pity for him and pity for those he could help through his music.

But it is not so much for the purpose of giving individual lessons that we recommend musical training in teachers. It is rather for the social side. The school should be the attractive place in its community, to the older people as well as to the children. People in North Carolina are recognizing this fact, and I believe that it is for this reason that so many communities are calling for teachers with musical training. If a school is attractive enough it will inevitably become the social center of its community. I know of one school here where the teacher himself bought a piano because of the recognition of its value at his community gatherings. He paid for the piano, in part, by giving lessons to some of his pupils. But it paid for itself over and over again in the pleasure and real musical education it brought the school, the community and the individual teacher. In one school district in this State every school in the district has its own piano.

With a piano in the school and a knowledge of the real musicianship of the instrument think what a wealth of enjoyment the teacher can bring the community. The public school music can be twice as valuable and the dramatics and entertainments far more worth while. Where this is not possible a great help can be found by using graphophones or Victrolas, but it surely does not have to be shown how far in advance of even the best of these a musically trained teacher can be.

It is only necessary to point out the good such a teacher can do her church. It is safe to say that every church member wants good music for his church. Why, then, does he not get it? If we look into the history of music we find that the first really great music that the world ever knew was sacred music; that the church fostered and encouraged music when it was known nowhere else. That was in Italy. And today the Italian peasant gets more joy and happiness out of music during the first six years of his life than the average American from his whole life. If the children here could hear good music in their churches they could not go home and enjoy their rag-time. They would see then just what an appropriate name rag-time is, for surely music is in rags and tatters when it appears in that form. A teacher can hardly do more for her people than help to improve their church music.

Instrumental music, then, is one of the ways by which a school can

develop the child nature, and, again, it is a most useful factor in promoting community spirit, that prop on which the success of the teacher's work so largely depends.

The Training School recognizes this side of a teacher's usefulness. It recognizes, too, the help that instrumental music can be just here, and I believe it is about the only normal school anywhere that allows instrumental music to be substituted for one of the subjects in its regular teachers' course.

The music department tries in every way to make its work practical. Students are encouraged to enjoy playing for others as well as for themselves. They are given opportunities to learn the accompanying of hymns and children's songs.

All of our girls are encouraged to go out to help their communities rather than to thrust a certain amount of facts into the minds of the school children. They are urged to apply all of their knowledge to present day vital living rather than to dig, like Miss Blimber, into the graves of forgotten affairs. They are told how to make their schools attractive as well as useful; how that in some places in this country the schoolhouses are really the property of the community. These buildings are not locked but left open so that those who wish may come in the afternoon to enjoy the magazines, books and *music* which they can find there.

Perhaps of all roads which the far-sighted Dickens saw leading to real educational centers this road of music is the least marked today. But it is one which has proved and will prove its value when used by the right teachers in the right way.

The Work of the Schools in Developing Moral Character in the Grammar Grade Child

C. W. WILSON.

(This paper was read at the Teachers' Assembly. It was one of three papers on the different phases of education).

TIT IS not necessary to say in this paper that it is incumbent upon our educational system to give back to society men and women with strong moral characters. There is no other power available to man that can conserve the twentieth century civilization save personal manhood and womanhood as expressed in moral conduct. We shall assume in this paper without argument that the chief aim and end in the work of the school is ideal citizenship—men and women trained to respond cheerfully, favorably and efficiently to the demands of the social group. This is moral conduct.

In the discussion of the phase of the subject assigned to me I shall have to deal more or less in generalities, but I prefer to avoid the technical and abstract and will, therefore, restate the problem in my own way, viz.: "How Best May the School Develop Moral Character in the Grammar Grade Child?"

Our working basis may be stated as follows: Given the child, what he is by heredity, what has happened to him before he reaches the grammar grades and the present environment. Required to find, what the school must do to evolve out of this material and situation the socially efficient citizen.

We note in the first place that our schools had nothing to do with what the child is by heredity, but it is of vast importance that we find out what was transmitted to him through heredity. This is a variable quantity. No two children are alike by nature, and in all probability their previous training has widened this difference. But in their stock of native motor activities is to be found a factor more definitely fixed and this we call the instincts. There are certain instinctive tendencies which are relatively uniform in all normal children, and these furnish the teacher a sure starting point for moral training. These constitute the basis of action and action is the determinant of morality.

The school must likewise know what has happened to the child before he reaches the grammar grades. Here again we find that the school is unable to reach back into the past and change that. We must of necessity accept his mass of experience as it is whether acquired under favorable or unfavorable conditions remembering that his past, whatever it may be, and his inherited characteristics constitute his only basis of work. His experience and the social standards of his community are his only standards for determining conduct.

In the third place the *environment* is the field for the active and diligent work of the school. In the manipulation of environment the teacher has all possible latitude for skillful and efficient work or for

miserable failure. Success in this field of activity—the molding of moral character—is the most glorious work in the universe, and failure here is the most dismal of all failures.

The method by which we may attain to success in this work is a most important consideration for every teacher. The direct method of moral training was for a long time thought to be all sufficient. But it has failed. To know right does not of necessity give the inclination to do right. It seems to me that the teacher's work in building moral character cannot differ to any appreciable degree from any good teaching, for teaching that does not function in moral conduct is not good teaching.

In the work of moral training we all agree that the emotions must be utilized. It seems to be a fact, also, that the emotions may be aroused through the instinct of sympathy by means of stories of bravery, sacrifice, devotion and the like, but this method is inadequate and unnatural. It is inadequate because it does not provide a situation in which the child can perform the appropriate act and is, therefore, likely to develop a citizen who will be satisfied to experience emotions unaccompanied by appropriate action. It makes the emotion the important thing. It is unnatural because it places emotion before action which seems to be the reverse order. This much we do know, that the emotion does not always beget the corresponding action in conduct, whereas the act is sure to be followed by the appropriate emotion. The direct moral training is at best a sort of external veneer. Really effective moral training must be the result of growth in the child's inner powers, tendencies and potentialities. It appears then that if the regular course of study is sufficient for the growth and development of the child mentally, it also furnishes the best material for moral instruction. In fact, I am persuaded that any special work added for the sole purpose of direct moral training only serves to take the backbone out of the regular course of study.

There are several factors that we need to take into account in the work of developing moral character. In connection with school work, first, we, the teachers, have got to bring ourselves to realize that the acquisition of facts is not an *end* to be attained, and that the whole of education is not an end in and of itself, but only a means to an end. Not learning but *doing* is the only justification we can offer for the time and cost of getting an education, and only *well* doing is full justification. Moral training can be built on no other basis than the basis of doing. The school must of necessity shift the emphasis from learning, from the mere harvest of facts, before it can be successful not only in moral training but in any really efficient teaching. Action or conduct is the measure of life and morality. Action implies using, and if our schools shall ever teach children to use in their own personal problems the facts which they are getting in school we have got to learn how to present

them in such a way as to develop the power of evaluation of facts—the power to judge and discriminate. There is no denial of the fact that the child cannot use his information unless he is able to properly organize it on the basis of his own individual needs. Storing facts in the memory is the easier task and we are all prone to follow the line of least resistance, but it is important to remember that the teacher's work is not done until the child has gained the power to judge well and select wisely, in his time of need, from among the facts he has been getting, and the newly acquired reactions are worked over into desirable and habitual modes of response.

The teacher's own method of work and of presenting the subject matter day after day throughout the child's school life goes a long way in determining the moral standards she is fixing for the child.

A question that should be of much concern to every teacher is this: Am I organizing and presenting this subject-matter in such a way as to develop the power to think, to judge values, and to organize book-facts into useful and usable material for the child's own problems? The teacher must think before she can teach the child to think, she must judge and organize before she can ever be instrumental in the development of this ability in the child. When the teacher herself is doing this and is in turn developing this power in the child she is getting down to bed-rock bottom in moral training.

But it is impossible to develop the power to think or to use the judgment so long as we have the child at work upon abstract problems or problems of a general and hazy nature. His problems must be concrete, his aims specific and all these must be vital to the child, they must grow out of his personal necessities, interests and desires. Instead of merely fixing the facts in his memory he must interpret their meaning in terms of his own experience, and pass judgment upon their value to him in his immediate needs. When he does this he can *use* what he is getting, he becomes constructive and productive, and any method of teaching that does not give this power is abortive and does not contribute to moral character.

But we must still go one step further. The child must not only acquire the power to *use* the information that he is getting in the school but he must also get the *inclination* to use it for the good of the social group in which he happens to find himself. Here again the ordinary school work provides a favorable situation for the exercise of his good intentions. He learns the lesson of give and take, and the school environment may be so manipulated as to bring him to realize that he gets most for himself when he contributes most to the good of the group. In the grammar-grade work we are fortunate in that we have the child when the altruistic tendencies are prominent. He hears voices calling him out of the self into social achievements. He will sacrifice his own comforts and pleasures for the good of the group if the proper returns

are forthcoming. To this end the teacher must be skillful in the use of praise and approval. This is a delicate situation for the teacher and if it is not wisely handled she will lose her opportunity of inspiring the inclination to use his powers for social instead of selfish ends.

The environment here strongly supplements books and lessons. A strong moral character can never develop out of a school room in which the most conspicuous thing is disorder. I do not refer simply to the behavior of the children, but the order and arrangement of desks (teacher's and pupil's), books and material, the appearance of furniture, blackboards, walls, windows,—in a word, the room and its equipment and furnishings. Be is said gratefully that moral character has developed in spite of such a situation, but in a situation of general disorder and untidiness we do not expect to find a strong sentiment favorable to the most desirable social ends.

Then again, nourishing food, pure air, and good health are essential to moral training. The sick child or the group of children in a stuffy room can but have low standards of conduct. The teacher's health is also a matter of much more concern than we generally give it. A child with measles is not allowed to remain in the school, the school law regulates that and we say it is just and right, forgetting that the nervousness, the bad humor, the lack of self-control on the part of the sick teacher, and her disregard for the rights of others are more catching in the school room than measles, and if they persist the results are most antagonistic to moral conduct.

In the grammar grades the child passes out from selfness and self-interests over to the group interests. He is then seeking the approval of the group and he cares more for the good opinion of his companions than for his own personal needs. It is in this period that many a child gets from the relation between teacher and pupil a permanently erroneous notion of government and the relation of the governed to those in authority. The teacher must play a double role, she must not only be the teacher with authority, but she must also be recognized by the pupils as one of their group in order that she may wield the largest possible influence in molding the public sentiment of the group. The relation must be both one of authority and one of equality—full of sympathy and consideration, and an abiding interest in the pleasure and problems of the children out of school as well as in the class-room. The child could not clearly define his rights in the school room, perhaps, but he knows that he has or should have certain rights. The teacher must be able to define the rights of the child as well as her own, and must respect his with the same courtesy and consideration that she expects of him in return. The selfish, inconsiderate, domineering teacher cannot develop moral character.

The school is society's organized agency for the child's growth and development, and society has a right to demand of the school a full and

well-founded growth. To meet this demand it must take into account the three phases of child nature. It is going to improve upon what it is now doing for the intellectual side, and it is going to do a great deal more for the child's physical growth and health than it has ever done. But this is not the end. The possession of a strong mind in a sound body with a full quota of ethical habits functioning in moral conduct is the measure of ideal citizenship.

To be able to react favorably to the environment and for the best interests of the social group is a power to be coveted for the adult, but if it is not acquired during childhood and youth the day of opportunity is past, and the school has lost out in its greatest work. The teacher who fails to develop the socially efficient citizen cannot plead the lack of opportunity. The school with its equipment, environment, and regular course of study furnishes ample means. Skill never counts for so much anywhere else as in the manipulation of this sort of situation. No other labor is so amply rewarded, for nothing of a material nature can be compared in value to the life of a man whose standards of action spring from sturdy moral character and find expression in the socially efficient life.

Loafin' on the Corners

HAROLD BARNES.

Pears as lots o' fellars
Ain't got much to do,
Loafin' on the corners
Ever' block or two;;
Settin' 'roun' on boxes—
Sech a motley class,
Gawkin' at the ladies
Ever' time they pass.

Winkin' at their comrades,
Makin' coarse remarks,
Laffin' jes' fer meanness—
Pesky human sharks!
Chewin' their terbacker
In a knowin' way,
Spittin' on the sidewalk
All the blessed day.

Lisin' time an' money
Settin' there the while;
Talkin' about their neighbors
In a shameful style.
Mos' devoid o' modesty,
Full o' evil tricks,
Loafin' on the corners,
Talkin' politics.

Teaching Spelling in the Primary Grades

BETTIE SPENCER.

SPELLING! How I have shuddered at the word! Why? Was it the subject itself, or the way it was taught that caused me to dread the lessons in that subject? I say, most emphatically, the way it was taught as has been proved by the use of a different method. Now, I ask myself, as a prospective teacher, am I going to teach spelling on a purely mechanical basis, or am I going to secure the interest of my pupils in that subject by causing them to feel a need for it, to feel that they are gaining by the study of it, and to realize that they are making new words their own? Shall I not consider that there is something more to the subject of spelling than the mere testing of it, which was the idea of the teacher of former years?

But how am I going to do this? Which method shall I use? Before I decide this question I will first think of the two ways of presentation,—written and oral,—and of the likenesses, differences, values and disadvantages of each. The first step that should come in the process of teaching spelling by either the oral or written method is the preparation, and this is the real teaching of it, which involves supplying the need for the child to learn the words. This is based on the pedagogical fact that we really study and learn when we feel a need for the unknown. In this step the teacher should also see that the child knows the correct pronunciation of the new words, that he has a clear visualized form, and that he knows the meaning. In learning the meaning of the words he should be taught the use of the dictionary, but not to a great extent, for the better way is to learn the meaning from the context. Still another factor in this step of preparation that is common to both methods, is that, after learning a new word, that is, its correct pronunciation, form and meaning, the child must make the word his own by using it, and this opportunity must be provided for by the teacher.

The second step in the process of teaching spelling is the testing of it. This, whether in oral or written, seemingly plays a small part. Its only use is to see if the child can write accurately the written form. However, the written form proves most useful in life, hence the importance of forming the habit in the right way for it is easier to form a correct habit than to break an incorrect one. The written method gives this opportunity while the oral is deficient.

But before deciding which method I shall use I will think further of the values and disadvantages of each method. If I teach oral spelling alone what results am I to expect other than those gained from the step of preparation? (1) Clear enunciation; (2) deep concentration; (3) more time saved for myself and pupils. Although a direct appeal is made through the ear of the child, this is far less important than the appeal

made through the eye. But are these results sufficient to meet the demands of the pupil in his use of spelling? No, for as has been said before, in life they will need the written form only, and in the use of the oral method they will not have formed the habit of the written form but of the oral only.

On the other hand, if I teach written spelling only, what results can I get besides the gains from the preparation? (1) There is an opportunity for clear visualization, (2) the appeal comes through the eye, (3) the habit of the written word is formed, and this proves most useful, (4) every child has the opportunity of getting all the words. The opportunity for clear visualization, in the mind of the careful thinker on this subject, is possibly the most important.

Now that I have weighed both the oral and the written, am I going to draw a distinct line between the two and say that I am going to teach oral alone or written alone? I should think not. It seems to me that the written spelling is far better than the oral, but I shall not lose sight of the fact that there are a few good points in the oral that should be retained, and I think that, with care, the two methods could be blended very satisfactorily.

The third step in the process of teaching spelling is the correction, which is almost as important as the teaching of the lesson itself. In the first place let us consider what are the possible causes of misspelled words. These are: (1) improper visualization, (2) incorrect pronunciation, (3) diseased auditory tract, (4) carelessness on the part of the child. Now that I have clearly in mind the causes for the misspelled words, how am I as a teacher to provide for the correction of the words misspelled? First, I shall see that the child has the correct form, meaning and pronunciation. I shall then provide various exercises for the use of these words, so that the child will become thoroughly familiar with them. Drill on the misspelled words is essential, but the drill must be interesting, short and attractive. If a pupil is careless in his spelling, some task, such as sitting in and writing the words, can be given for punishment. But there is one point that I must not neglect; that is, the child must be made to feel that the correction is being made for his good.

Thus, in summarizing the things that must be kept in mind to teach spelling for the best results: (1) The child must have his interest aroused, (2) he must feel a need for knowledge in this subject, (3) he must learn the correct pronunciation, the correct meaning, and he must have a clear visualized form of the new words, (4) he must be able to write the written form accurately and quickly.

The absence of these important factors caused my dread of spelling, and will not the same cause others to dread it likewise? Will not the use of these factors cause children to take an interest in spelling?

Reports on War Topics

CHE reports below were regular class work, compiled from current magazines and newspapers, by members of the second year academic or "B" Class in History.

The Causes of the War

More than half of the people in the world are now at war. On one side are the British Empire, France (including her colonies), the Russian Empire, Belgium, the Japanese Empire, Servia and Montenegro, all amounting to 26,904,322 square miles in area and 786,830,000 people; on the other side are Germany (including the colonies), Austro-Hungarian Empire and Turkey (including Egypt), all amounting to 2,062,094 square miles in area and 162,920,000 people. The total land area of the earth is 55,500,000 square miles and the total land area of the countries at war is 29,566,416 square miles. The total population of the earth is 1,623,000,000 and the total population of the countries at war is 949,750,000.

The real causes of this great war may be found in the crossing of the ambitious desires of the European nations, especially Germany, France, England and Russia. As Germany is the one nation who is warring alone against almost the whole world, it is well to give what she wants first. Germany wants (1) to extend her influence through the Balkans to the Mediterranean Sea, (2) she wants to get control of the Dutch and Belgian harbors, (3) she wants to get more colonial possessions, (4) she wants to establish the divine right of kings and (5) she wants supreme control of the sea. Germany's aims come into conflict with the aims of Russia, France and England. That is why England has made a truce with the Bear (Russia) and joined with its ancient enemy, France. Germany's ambitions have separated her from all the rest of Europe except Austria. Germany has found in Austria "a brilliant second" because she can work through Austria.

France is willing to let well enough alone and is busy with her internal development. Since the French and English soldiers met on the upper Nile in 1899 their ways have not crossed. The one great cross to France is that the territory of Alsace and Lorraine is in the possession of Germany. These provinces belonged to Germany for about 805 years. When Germany was forced to cede the greater part to France, France kept it till 1870, when Germany seized it, and France has never been able to get it again. This caused France to hate Germany and it is the reason she is involved in the war to-day.

England's attitude to-day is more to defend what she already has rather than to acquire more. Her empire encircles the globe and she is

in command of the sea. She wants to maintain the balance of power as it is. She feels she would not be safe if Germany has the ports of Belgium or Holland, nor would she welcome Russia in Norway or Sweden. She does not want a Russian or German naval base at Constantinople to threaten her Mediterranean supremacy. Of the two she prefers Russia to Germany.

Russia wants (1) to reach open sea or the Scandinavian Peninsula, (2) she wants to gain access to the Mediterranean by ownership or control of the Balkans and to open the Black Sea by the possession of Constantinople, (3) she wants an open port on the Pacific and control of Manchuria. Russia's and Germany's ambitions clash vitally in the Balkans.

Such are the conflicting national ambitions which have for ten years kept Europe talking of the war which is now upon us.

HALLIE JONES.

The Incidents that Brought on the War

For a long, long time there has been a race hatred between Austria and Servia. The Austrians are a Teutonic race and the Servians are Slavs. The Servians want control of the Balkan States and a little kingdom in Austria known as Bosnia.

Out of the hatred between these two nations came the murder of the Archduke of Austria and his wife on the 28th of June, 1914.

The Archduke of Austria, Franz Ferdinand, had suggested that this Dual Empire of Austria-Hungary might even have three divisions—the third division being Slav. The Servians knew that this meant when he became ruler of Austria he was, if possible, going to bring them in subjection to him.

The Archduke and his wife were entering the capital city of Bosnia when a bomb was burst behind their motor, shattering the motor which followed and injuring its occupants. The Archduke was anxious about the people who were injured and, with his wife, he started to the hospital to see about them, when a young man stepped out of a crowd and aimed a pistol at the duchess. The Archduke threw himself in front of her to shield her. Both the Archduke and his wife received mortal wounds.

This event has gained much sympathy for the old head of the house of Hapsburg, the uncle of the unfortunate Archduke—he is so utterly alone and has had so much trouble. Twenty-five years ago he lost in a tragic way his only son; sixteen years ago his wife was murdered; his brother became Emperor of Mexico only to be shot there; Maximilian's wife, the Emperor's sister in law, became an inmate of an insane asylum; another sister in law was burned to death in Paris; the Archduke John renounced his rank and disappeared; and now comes the death of another nephew, the heir presumptive.

After this murder the Austrians demanded that they be allowed to go down into Belgrade, where it is supposed the plot for the murder was made, investigate the conditions and see what they could learn about the plot and murder. But Servia, as a free and independent nation declared that she was quite capable of managing her own affairs and that she would investigate this thing and see what could be done but that, under no conditions, should Austria come into her territory to make an investigation. Then Austria said, "If you do not let us go down and see about this thing we will fight you." Still Servia was firm in her decision and Austria declared war on her on July 28, 1914. As soon as war was declared on Servia, Russia joined her and declared war on Austria. Then Germany went into the war on the side of Austria, and now France, England, Belgium, Montenegro and Japan are fighting Germany and Austria, who were joined by Turkey in the last of October.

OLA CARAWAN.

Belgium

Since Belgium has been drawn into this war through no fault of her own, and since she has been the greatest sufferer of all, we thought it worth our while to find out something about this wonderful little nation.

The home population of Belgium to-day is 7,579,000. Her colonial possessions, most of which are in Africa, are 20,000,000. The area of Belgium is less than one-fourth as great as Mississippi and yet it has four times the population of Mississippi. Twenty-two and one-half countries like Belgium would be required to make a State like Texas and if Texas was populated like Belgium it would have as many people as the United States and Germany together, and if the United States, not counting Alaska, had as many people to the square mile as Belgium, we would have more people than are in the entire world to-day.

With all this vast population of 7,759,000 people they are living in an area of 11,373 square miles. She is so crowded that 50,000 of native born Belgians are in the United States and 14,000 leave to seek better homes in other countries every year.

There are people in this country who cannot hold conversation with each other. These are the Flemings and Walloons. Their tongues are Flemish and French. There are nearly 300,000 Flemings who cannot talk with the Walloons and about as many Walloons who cannot talk with the Flemings. There are only about ten per cent of the people who can speak both. In their customs of living and habits of mind they differ as much as the English and the French and in speech as much as the Germans and the Scandinavians, but yet there is a tie that has bound them together for generations: this is, a bond of religion, for they all subscribe to the church of Rome.

The Walloons are stoutly built and are dark, while the Flemings are fair and are more industrious.

The industries of Belgium are: Manufacturing engines, lace, rugs and mining the rich coal deposits. Some of the engines are needed for the Panama Canal. The city of Malines gave the Malines lace its name. The city of Brussels gave the famous carpet its name.

The wheat yield of Belgium in 1913, covering 400,000 acres, was over 15,000,000 or about 37 bushels to the acre. Our yield is only 15 bushels to the acre. It also grows 50 bushels of barley where we have 24, and 312 bushels of potatoes where ours are 90. Her other crops are in proportion. Belgium is to-day one of the most fertile sections of this world, supporting 500 to the square mile with truck farming as its principal industry.

If Pennsylvania exported goods to the same value, in proportion to its area, that Belgium does, its export trade would amount to three billion dollars a year; in imports Pennsylvania would buy near four billion dollars worth of goods. The whole United States exports amount to \$2,500,000,000 a year and imports to less than \$2,000,000,000.

Living is cheap in Belgium but it has to be, for wages are low. The very best lace maker works from the rising to the setting of the sun for \$5 a week.

The dog is their beast of burden. They are used in place of horses for they have no horses and drive the dogs to the milk carts. The women drive these carts for there are no milkmen. There are stated times for inspection and to see if the cans are shining. The dogs have bowls for drinking water, and carpet to lie down on when they are tired. It seems strange that while there has never been a law against child labor there has been one against dog labor.

The reason that Belgium was drawn into the war was to defend her neutrality. The Germans wanted to cross the Belgian territory to get into France. If Belgium would consent to let her do this, Germany agreed to protect her kingdom and all its possessions after the war, to withdraw from Belgian territory after the war, to pay cash for all damages done in her territory; but if Belgium refused to let the Germans cross her territory, Germany declared herself to be her enemy. For the Belgians to accept this was dishonor and meant ruin to Belgium, and they would not sell themselves. She had a duty to herself and also to the other Powers to defend her neutrality and her territory against either France or Germany.

The Belgians' reply was, "We resist, we defend ourselves." So a note was written during the midnight hours saying that they had resolved by every means in their power to resist an attack upon their rights.

Up to the present day Belgium is on the verge of starvation. The British government forbids exports of food from any country in Europe. The help that is needed is food and clothing for women and children during the winter. It will require \$1,000,000 a month for seven or eight

months to prevent starvation and many may starve now before food can reach them.

There are 300,000 without shelter. Every dollar we give will save or prolong a human life if we can give it quick enough. There has never been in any land any greater need than there is in Belgium to-day.

ELIZABETH BAKER.

Germany

Germany, who is fighting almost single-handed the Powers of Europe, was born out of the Franco-Prussian War. Its people are so old that, when in the history of western civilization, Julius Cæsar was governor of Gaul he encountered them on the east of the Rhine River and bore testimony of their fighting spirit and military power. Its government of to-day is so young that men about fifty years old can remember when it came into being. Germany, territorially, is so much smaller than Texas that a slice as big as New England could be cut out of Texas and it would still be larger than the German Empire. Although Germany's territory is small, she has been powerful in population, strong in industry, and great in practical achievements.

The population of Germany at home is 66,000,000 and the population of her colonial possessions is 15,000,000. The area, which is almost equal to that of France, is 209,000 square miles. In its colonies, which are chiefly African, 1,000,000 square miles contains only 24,000 white people. Among the Germans are 40,000,000 Protestants, 24,000,000 Roman Catholics, 500,000 Jews. The national taxes are nearly a thousand million dollars a year, and the debt on Germany is twelve years income. The principal manufactures are: iron, steel, war materials, ships, glass, porcelain, pottery, wooden wares, wine, beer and books. The principal imports are: raw materials, foodstuffs, and textiles. In the world's market only Great Britain is a greater buyer and only Great Britain and the United States are greater sellers than Germany. During the year of 1913 Germany imported nearly one-eighth of all that the world had to sell and exported one-ninth of what the world wanted to buy. Among the producing nations of Europe in agriculture she stands next to Russia. Germany embraced one-fifteenth of the area of Europe but in 1912 produced one-seventh of its wheat and barley each, one-fifth of its oats, more than one-fourth of its rye, and over one-third of its potatoes. Where our American farmers use many acres, and get a small yield, the German farmers use a few acres and compel the ground to give back a large yield. Of an equal number of farms in Germany and the United States fifty per cent of the farming area of United States is unimproved, while only nine per cent of the German farms lie unused. Germany makes a much greater yield from her farming than the United States does. The cause of Germany's great agricultural productive capacity is that she knows what each plant

needs in order to give back the greatest yield. Although Germany makes a great yield she is not able to feed her vast number of people without importing some materials. Her success as an export nation has been due mainly to three things: making what the world wants, giving its foreign buyers the credit they demand and packing her goods properly. Germany's daily outlay for her merchant marine approximated over one-third of a million dollars.

Germany's railroads are state-owned and they were laid out with their military use as the first consideration. Where the Americans have only a little tiled-roof station with a single track the Germans have a great station with a dozen sidings for the coming in and going out of hundreds of people. Everything has been planned with an eye to quick handling of men and munitions of war. "Germany is no longer the land of thinkers and poets, but a nation of business and battleships." Its battleships are second only to Great Britain. Its navy began in the Boer War and since then Germany has left no stone unturned to make her navy powerful and efficient.

The people of the German cities live amid different conditions than those in American cities. In Berlin it is forbidden to water flowers except between the hours of four and five in the morning; no one can play a piano before seven o'clock in the morning and after nine at night; no bedding may be aired from a front window; singing, shouting and whistling is not tolerated on the streets. No one is allowed to take a street car when it is filled to its seating capacity; a dweller in an apartment house may not bathe at night. A person cannot take a cab that strikes his fancy, but instead the one that the police points out to him. One cannot employ a servant or move his residence without the aid of the police. Certain streets are sacred to pedestrians and roller skaters. There are speed-ways where automobiles only may go. Although the long list of "forbiddens" get on the nerves of Americans the Germans rather like them. They say that only unreasonable things should not be allowed. They say that their morning naps will not be disturbed by street noises, that no thumping pianos will keep them awake at nights and that they will get seats when they enter street cars. They simply prefer to subordinate their passing whims to their permanent comfort. Germany has more class distinctions than any other western country. Every person who has work above that of manual labor has a handle of some kind to his name, which enables even a stranger to determine his standing. Women are more particular than the men as to the nice social distinctions. The wife claims the title of her lord or master as her own. For instance if her husband is a captain, she is Mrs. Captain So and So, or if he is the Upper Director of Posts, she is Mrs. Upper Director of Posts So and So.

It is generally believed that the German working class have fewer amusements, less leisure and a smaller amount of money to spend for

either amusements or living expenses than the same class in England or America, but for all of this they seem happy and contented. Dancing seems to be the characteristic amusement of the working people. The healthy and able-bodied men believed that the State ought to give him work and in 1912 fewer than two per cent of the wage-earners of Germany were out of employment and in the United States the unemployed ranged around ten per cent. The employer of labor is required to maintain working appliances, machinery and tools in such a way as to protect the operator from danger to life and health. They must be given sufficient ventilation, proper space and good light. There are dining rooms where the workmen may heat their food and in some factories libraries, pianos and assembly-rooms are furnished for the employees. The factory is inspected by the police and the slightest infraction of the factory law would be reported and dealt with. There is a public treasury and each week a small fraction of the employee's wages are added to guarantee an old-age pension.

The education of Germany is compulsory from six to fourteen years old. There were in school last year more than 10,000,000 children which is about the same proportion to population that we have in similar schools of the United States. The Germans were the first to undertake the systematic education of the hand as well as of the mind. Every German was educated for the particular business in life that has been chosen for him, as each child has his career selected for him and when his training is finished he is fitted for no other. At the ages of four and five the children of progressive parents enter the kindergarten. In rural districts there are agricultural schools for the farmer's boys and the great crop yield of Germany answer for this. The fact that Germany has twenty-one universities is a proof that she ranks high in education.

One particular battle that the German rulers had to fight with their growing wealth was from forgetting the simplicity of the older days. The love of ease and luxury is a trait into which the government ever urged the people not to fall. Since this great war has been raging Germany raised within her own boundaries the greatest loan fund any nation has ever raised in her own territory in the history of the world.

From these statements we can clearly see why it is that Germany has so successfully fought almost single handed the Powers of Europe.

LA RUE McGLOHON.

Review of the March of Progress

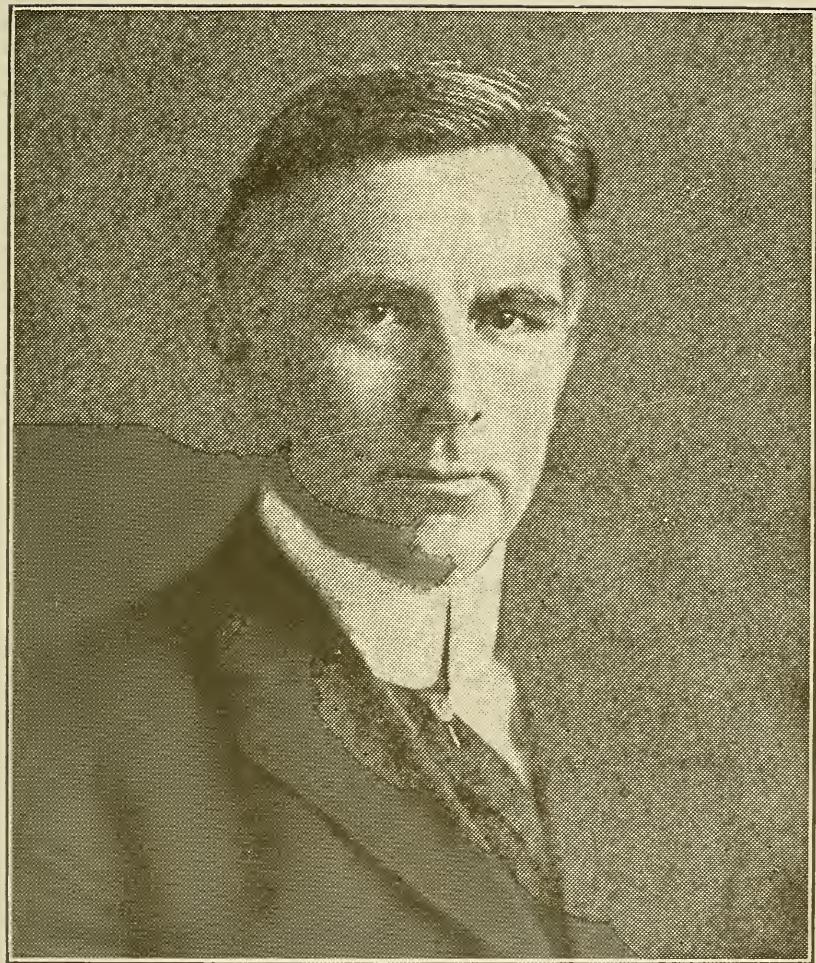
(Report of a talk by Governor Locke Craig.)

GOVERNOR LOCKE CRAIG came to Greenville on November 13 to deliver the address at the unveiling of Pitt County Confederate Monument. In the afternoon he visited the school and made a talk to the students. When the Governor arrived at the Training School the electric bells were rung three times as a signal for the students to assemble. Soon after this one of the regular bells for dividing the periods of work rang, and as he arose to speak, still another bell rang. He was impressed with "the speaking bells" that could give orders that were clearly understood. He opened his talk in a very happy manner by illustrating by electric bells rung by a clock, the difference between schools of to-day and of the past. He contrasted with this the old way that was used when he was a student at the University --the janitor would climb to the top of the tallest building and ring the bell every hour, as janitors had done for a hundred years before him. He thought it the final word in bell ringing when the rope was run through holes so that it could be rung without his having to climb steps. He said progress is slow; it took man a thousand years to learn to carry corn to a mill. For a thousand years he carried corn in one end of the sack and a rock in the other to balance it. Then he found that he could carry corn in both ends.

All progress of the world has been made since this Republic was born. For 6,000 years there was no material advance. Plato defined man as a "two-legged animal without feathers," that could not even kick. He had no natural weapons and he had to be trained to move, to move fast, not to plod like sluggards. Governor Craig then developed the stages of man's progress. "The descendants of Abraham, Isaac and Jacob seem to be no longer on earth--they are in Paradise--and we are descendants of an animal that lived in a hollow tree. He crawled out of a tree, built himself a bark tent, then a hut, next a cottage, a palace, and finally a place in which to worship God. Then he made constitutions and laws and built institutions, and men finally learned to do and die for each other." After man applied the power of mechanical energy to the printing press so that ideas could be passed on to others, he started toward accomplishment.

One of the latest ideas in progress is the idea of training people to train others, the great idea that this institution is working out. It is making leaders that will make the world move faster than ever before.

The Governor paid tribute to the man, whoever he was, in whose brain the idea of this school was conceived. "The school is as a city set upon a hill." He then said that Governor Jarvis's work in carrying forward and sustaining the school was perhaps the greatest of his many services



GOVERNOR LOCKE CRAIG.

for North Carolina, yet he did not forget to mention his work as a constructive governor, as senator and as one who sustained the majesty and glory of our country in a foreign land.

"The influence of a school of this kind goes down through the ages." He contrasted the modern idea of training teachers with the old idea when training in wielding the hickory was all that was needed, for ideas were pounded through the back rather than through the head. He revised an old proverb thus: "A wise man gets his knowledge through the head and a fool through the back." Now people are trained to go out and give equal opportunity to all.

"True democracy," he declared, "is universal equality of man. The difference between man physically is not great—dress up the poorest and he can become as great a dude as anybody. The great difference is a moral difference, and this is due to inequality of opportunity. It is for this school to teach man the gospel of advance toward a higher life. Its purpose is to give to all alike, but especially to the poor, an equal chance."

Governor Craig in paying tribute, by the way, to woman declared that power was not in the ballot, it was moral strength. In all ages the Anglo-Saxon woman has been the power behind the throne—or better, has been enthroned. Tacitus tells of the part she took even in battle in the earliest day. Prohibition in North Carolina was gained by the women of the State. The enthusiasm of woman is always a great force. If the women of to-day, in their great opportunity for service, make as good use of it as the women of past ages have of their opportunities, they will still contribute much to the betterment of the world. He avowed himself against woman suffrage, but eulogized womankind.

He closed his talk by telling the story of Cornelia, the Roman matron, who called her sons her jewels. He called the Training School one of the boasts of North Carolina, one of her jewels.

Money for the Rural Schools

ONE farmer with a cheap automobile has more invested in that one piece of mechanism than the average rural community as a whole has in its school plant; and the owner of the auto frequently spends as much on the upkeep of his one car as the community spends for the total maintenance of the school, including the teacher's salary. This is one of a number of significant comparisons brought out by the Hon. W. F. Feagin, State Superintendent of Education for Alabama, in a survey reported to the United States Bureau of Education.

To illustrate further the plight of the schools, Superintendent Feagin shows a dilapidated rural school in contrast with the handsomely constructed jail in the same county, costing several thousand dollars. "This jail," he says, "has sanitary drinking fountains, shower baths, clean floors, plenty of light, good ventilation, and is otherwise attractive. Could a person from the district in which this school is located be blamed for preferring the jail?"

Naturally country schools make little appeal either to pupils or teachers under existing conditions. Pupils drop out and teachers move. Out of 5,423 pupils entering the first grade in the schools inspected in the Alabama survey only sixty completed the work of the fourth year of the high school. Of the teachers, 76 per cent are holding their present positions for the first time. Of the remainder, 18 per cent are teaching their second session in their first school, and only 19 per cent have stayed more than two years in the same place.

* * * * *

"The conditions found are by no means peculiar to Alabama," declares Dr. Claxton, U. S. Commissioner of Education. "They can be duplicated anywhere. * * *

"This Alabama survey is conspicuous because it is a carefully drawn picture of the traditional public indifference to the problem of adequate support for schools in rural communities. We still spend much more for luxuries—even harmful luxuries—than we do for education. Until a community spends at least as much for education as it does for any one of the material necessities of life—food, clothing and shelter—it is not doing it full duty."—*The Progressive Teacher*.

The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

Entered as Second Class Matter, June 3, 1914, at the Postoffice at Greenville, N. C.,
under the Act of March 3, 1879.

Price: 50 cents a year. 15 cents single copy.

FACULTY EDITOR.....MAMIE E. JENKINS
ALUMNÆ EDITOR.....PATTIE S. DOWELL

STUDENT EDITORS

POE LITERARY SOCIETY

LANIER LITERARY SOCIETY

CONNIE BISHOP, *Editor-in-Chief.*

ESTHER BROWN, *Business Manager.*

PEARL BROWN, *Assistant Editor.*

JULIA RANKIN, *Assistant Editor.*

VOL. I. OCTOBER, NOVEMBER, DECEMBER, 1914. No. 3

The editors of THE QUARTERLY wish to make it not only a medium through which ideas in the school can reach the public but also one through which ideas from without can be brought in. They wish it to be a clearing house of ideas from students, faculty, alumnae, old students, all teachers, and all who are interested in educational work and problems. In each issue we hope to have all of these elements represented in the articles as well as in departments. The "Question Box" gives us an opportunity to get directly problems that vex the teachers. The department of "Practical Suggestions" gives place to definite, specific work that has actually been tried out.

Community Service Idea

At last the people are beginning to realize that the public school should be more than a place to instruct children in book facts. The school is going to become the community "meeting house" for every matter of common interest or welfare.

In recent years the industrial, educational and moral progress of our people has been wonderful. The most significant sign of real progress is to be found, perhaps, in the fact that we are becoming keenly conscious that future permanent progress calls for an accurate knowledge of actual conditions in each county, township, or community. This means we should make a thorough economic and social survey of each neighborhood. If this can be obtained our people can do with intelligence many things they are now doing in ignorance.

We are beginning to realize that man cannot live separate and apart from his neighbors even in rural North Carolina. We must have the coöperation of all of the people in a given community if we ever hope

to make any permanent and lasting improvement of existing conditions.

With our people realizing these things, our teachers have opportunities such as the North Carolina public school teachers have never had before, for its rests upon the teacher to become by virtue of his position, the community leader in every matter of common good. With a band of efficient leaders in the schoolhouses no one can foretell the advance our State may make during the next generation. If the teacher will awake to his responsibility and to his opportunity, the people will gladly follow his leadership, and we will have a healthier population, a more prosperous people, and a more intelligent citizenship. In the Community Service Idea is our opportunity to remove from North Carolina the blight of illiteracy and the devastating influence of ignorance and superstition. Will you do your part?

The School Entertainment A county superintendent when asked to name one of the most urgent needs of his teachers, replied, "Perhaps the one they realize most is ideas for school entertainments."

The school entertainment should be a means of bringing the school and community into closer touch. It should show the public what the school is doing and should give the pupils an opportunity for self-expression. The time for the old mixed program of recitations and declamations has past and the need for programs with unity and something not wholly alien to the daily work is strongly felt. Whether a group of teachers is preparing a program for the closing exercises in one school or all the teachers of a county association are planning together a county commencement, or the teacher of a one-teacher school is arranging for a Friday afternoon recreation hour, the need for new ideas is felt. Pageantry, dramatization, and story telling are taking the place of the old miscellaneous program. The pageant, whether in its simplest or most elaborate form, has proved very successful and is fast becoming popular. To many who see clearly how the action can be presented, the question of stage setting and costumes seems insurmountable. This tests the ingenuity and resourcefulness of both the teacher and pupils but does not necessarily involve much expense.

For Friday afternoons the reading lessons or scenes from the history lessons studied during the week may be dramatized. A combination of story telling and dramatization (a part of a story acted out and a part only reported) is often satisfactorily used. The Robin Hood stories are well adapted to this. A story-telling hour is both enjoyable and profitable. There are numbers of stories adapted to all ages and sizes. None are too young or too old for the Uncle Remus stories or the great hero stories. The children acquire not only the art of telling stories, but also the fine art of listening intelligently.

The advantages of using these forms are great. They develop the creative, expressional side of the child. Practically all of the subjects can, in some way, be drawn upon to furnish material for such entertainments and they may be the more easily correlated. The entertainment growing directly out of the daily work becomes an incentive to better work and shows to the people of the community what their children are doing.

The article, "The Use of Pageants in Schools," in this issue of *THE QUARTERLY* is very suggestive. A county commencement could be carried out according to the plan outlined in that. Among the "Reviews" are valuable suggestions from other sources.

The Attention Given to Spelling In looking over the lists of publications one cannot fail to be impressed by the number of books, articles, plans and suggestions on the subject of spelling. Only a few years ago they were conspicuous for their absence. Perhaps educators have been goaded to investigation and experimentation by the hue and cry against them for raising up a generation of bad spellers. Many have seemed to fear that spelling would become a lost art. This generation, however, will probably have as clear a spelling record to hand down as our forefathers had. Most of the writers on spelling take issue with those who claim that we of this age cannot spell as well as the people of the past century. The investigators frankly admit, however, that the boys and girls of this age cannot spell well, and are seeking the causes and the remedies. Our grandfathers could spell by tongue, and "by heart," we can spell by ear, but it remains for the coming generation to learn to spell by hand. A few years ago the idea seemed to be, if you cannot bring the child to spelling, bring spelling to the child. But the most sanguine cannot claim that the attempts to reform spelling have been markedly successful. The idea now seems to be to reform the speller.

The article in this issue of *THE QUARTERLY* on "Spelling in the Primary Grades" by one of the student-teachers of the senior class, is based largely on Dr. Suzzallo's book on Spelling in the "Riverside Monograph Series." These principles are being tried out in the model school and so far have seemed to be successful. The suggestions in the department of "Plans and Suggestions" are from regular teaching plans.

Do You Read Bulletins? People are slow to realize that the United States Government is a university for the people offering free extension courses through its bulletins on subjects ranging from hog cholera to "Folk-schools in Denmark." When you are searching for information on any subject do you write for a bulletin? Try it.

The Importance of Child Study

It is alarming to contemplate how long we have been teaching reading, writing, and arithmetic when we should have been teaching children. And this is not a relic of the past. It would be surprising to know how many teachers there are now who feel that they have fully discharged their obligations to the children and to society when they have imparted to their classes the prescribed amount of arithmetic, geography, history and grammar.

In spite of the protest of an educational Seer now and then the emphasis has been unduly placed upon the subject matter. This is perhaps natural because the courses of study for the schools are determined by adults who study the problems from the viewpoint of the adult consciousness rather than the child consciousness. It is necessary to realize that education is not only a matter of the course of study, but that the most important consideration is the individual that is to be educated. The problem of school teaching involves a twofold aspect, the *curriculum* and the *child*, and these two are to be recognized as two correlative parts of a real unit. The curriculum can accomplish nothing except as it functions in the child's conduct. To be able to secure such functioning the teacher must know not only the subject-matter but the *child* in whose reactions the subject-matter is to find expression.

Every child ought to have a fair chance to realize in full his native potentialities, but he will never get this chance until his teachers have an accurate knowledge of the nature of the child. It is imperative, therefore, that teacher-training courses shall add child study as a definite subject of instruction. To be able to say *I know* is the basis of intelligent and efficient work and those who are going to teach children must have an opportunity to know the child as well as the subject-matter.

Interest is the mainspring of action in children, and natural interest has its source in the instincts. The child possesses an abundance of instinctive tendencies but they are not all ripe at birth nor do they all develop at the same time. The successful teacher of children is the one who recognizes in these natural tendencies sufficient motives for the child's work and the importance of tying up his work with these forces. Work that does not come as the expression of the child's natural interests cannot go over into conduct and has no educational value.

It is the business of the schools that train teachers to provide means whereby its students may make a systematic study of the child's nature, the inborn forces that dominate and control his activities, the order and time of their development, and how best to fit the subjects of study into these natural tendencies. There can be nothing else in the course of study that is more vital to successful work in teaching than a study of the child himself. We can no longer assume that the teacher *knows* child nature because she was once a child herself, and has been associated with children since her childhood. She is now an adult and the

content of her mind is totally unlike the experiences that constitute the child's mental stock. Nor can we presume that she will learn the child's nature when she begins to teach him. We have already blundered too long and too seriously in this matter. It would be equally as reasonable to leave her to get a knowledge of the subject-matter after she begins to teach. No school that trains teachers can justify its work so long as it leaves out of its curriculum the subject of Child Study, which is of the the most vital importance to the teacher, to the child, and to society.

Practical Plans and Suggestions

These are plans which the student teachers of the Senior Class have used in the practice teaching in the Model School.

Hereafter we hope to have suggestions from teachers from various sections.

Plan for Teaching Rhyme

Rhymes are excellent to use at the beginning when you are teaching children to read because children learn new words best by a context that suggests the meaning, and all children, when they begin school, have a fund of little rhymes which they dearly love. As it is best to build up their reading from their past experience, by using these rhymes, it will make the children see that their reading comes from what they already know and is not separate from their interest.

Furthermore, it will create interest in the teaching and will encourage the children in learning to read, for they can easily learn the rhyme and, after they have learned the rhyme they can read it from the board.

Rhymes appeal to the child's sense of rhyme and are easily learned. In beginning children in reading, they should recognize whole words when they see them and connect them with some thought or object. The words should be very simple, and the words in rhymes are simple, and as they are words the children hear everyday, they will have far more meaning to the child than a lot of mechanical words.

LITTLE ROBIN REDBREAST.

Teacher's Preparation.

1. Have the rhyme written clearly on the board.
2. Have the new words printed on cardboard.

SUBJECT MATTER.

I. Preparation.

"Little Robin Red-breast
Sat upon a tree.
Up went Pussy-cat,
Down went he.
Down went Pussy-cat, .
Away Robin ran.
Said little Robin Red-breast:
'Catch me, if you can.'"

II. Memorizing poem.

1. Presenting as a whole:
"Little Robin Red-breast
Sat upon a tree.
Up went Pussy-cat,
Down went he.

METHOD OF PRESENTATION.

Teacher—"How many of you want to come up and tell us a little rhyme or story you know? I am thinking of one. I wonder if you know the one I am thinking of."

Let several children come up and say the little rhymes they know to the class.

Teacher—"Well, you didn't say the one I was thinking of. Do you want to hear it?"

Teacher says the rhyme with expression.

Teacher—"What was the first thing I said?"

"Little Robin Red-breast
Sat upon a tree."

Down went Pussy-cat,
Away Robin ran.
Said little Robin Red-breast:
'Catch me, if you can.'"

2. Questions to bring out clear pictures of facts:

Teacher—"What did Pussy-cat do?"

"Up went Pussy-cat,
Down went he."

Teacher—"Then what did Pussy-cat do?"

"Down went Pussy-cat."

Teacher—"Then, what did Robin do?"

"Away Robin ran."

Teacher—"What did Robin Red-breast say?"

"Said little Robin Red-breast,
Catch me if you can."

Teacher—"Now shut your eyes real tight and listen so you can tell me what you see."

Teacher says the rhyme again as a whole.

All say rhyme in concert after the teacher has said it.

Teacher—"I wonder who wants to come up and say the rhyme to the class."

Let several children come up and say the rhyme.

After the children have learned the rhyme let them play it.

Choose one child to be Robin Red-breast and one child to be Pussy-cat. Give them cards with Robin Red-breast and Pussy-cat printed on them to hold. Let one child come up and say the rhyme "Little Robin Red-breast" over in one corner, sitting in a chair.

Pussy cat runs up to chair and Robin Red-breast runs away.

Pussy cat gets out of chair and Robin Red-breast runs away.

Robin Red-breast runs away and Pussy-cat runs after him. Robin says "Catch me if you can."

Teacher—"My crayon has written what we have been saying."

(Pointing to rhyme on board) give child a pointer and let him read the rhyme on the board, pointing to the words as he reads.

3 Connected whole again:

III. *Dramatization of rhyme.*

Little Robin Red-breast
Sat upon a tree.
Up went Pussy-cat,
Down went he.
Down went Pussy-cat,
Away Robin ran.
Said little Robin Red-breast:
"Catch me if you can."

IV. *Learning to read rhyme.*

1. Reading as a whole:

"Robin Red-breast" written on board.

Let as many as possible do this. After the children have learned to read the rhyme on the board let one child come up and point to what the teacher tells him to.

For example:

2. Reading in parts:

"Little Robin Red-breast
Sat upon a tree."

Teacher—"Point to the line that tells where little Robin Red-breast sat."

Have children to get separate lines first.

3. Selecting the words:

Then introduce printed words. Hold the printed words under the words in rhyme on the board and let children find out what the words are.

After the children have learned the words in this way, drill on the words.

Give each child one of the printed words to hold.

Tell children that you are Pussy-cat and they are the little birds, and when Pussy-cat calls out one of the words the birds must run up and give it to her or she will catch the little birds. The teacher calls out one word at a time. The child who has the card with the word she calls out on it must run up and give it to teacher.

For example:

Teacher—"I want the word 'sat.'"

Child runs up and gives the card to her.

In this way the children will learn all the words. Let the children exchange cards so they will have all the words.

Busy work to correlate with rhyme.

1. Give the children patterns of birds, paper and crayons. Let them draw the birds brown and color them with a red breast.
2. Let children cut birds and color them.
3. Give children patterns of cats and let them cut them and color them black.
4. Let children draw cats with black crayons. Make the cat from the ball, adding head, tail, etc.
5. Let the children draw a tree with a robin in it and a cat on the ground under the tree.

BESSIE PERRETT.

*Dramatization to Correlate with Reading**“THE SLEEPING BEAUTY.”*

(Graded Literature Readers, page 141.)

In working with a third grade that had formed the habit of word calling, I used silent reading, aims, discussions, suggestions, and dialogues to get expressive reading. After trying all these without the desired results I finally decided to have the dramatization of stories to help the children get the reading more in reality.

The story I selected for dramatization was “The Sleeping Beauty.” After having had this story as a reading lesson I suggested dramatization, and the children were delighted at the idea. Dramatization is very helpful to arouse interest and to get expressive reading.

“The Sleeping Beauty” is a very good story to dramatize because it affords an opportunity for each member of the class to take part and it lends free play to their imagination.

After the children were familiar enough with the story to have the main points well in mind the next thing for them to do was to select the characters which they thought best suited to the parts. I left it to the children to select the setting and materials used in the play, and to divide it into acts. The following acts are what they suggested:

Outline of Play.

Act I. The Feast at the Castle where the Fairies give their gifts to the Princess.

Act II. The Fifteenth Birthday of Princess and the fulfillment of Prophecy of the Wicked Fairy.

Act III. The Awakening of the Princess by the Prince at the end of one hundred years.

The first act was then discussed. The children knew from the story that the King and Queen were very happy over the birth of their child, so they decided to have the King to say, “For long we have been wishing for a child, at last God has granted our prayer, and a little daughter has been born to us. That is why we give this feast.” Then the Queen was to say, “Yes and I am so glad the fairies are coming to be her godmothers and to give her beautiful gifts.

The next question that arose was, “What gifts shall the fairies give the Princess?” The giving of the gifts involved a recognition of the best things at the disposal of the fairies. Those finally decided upon were health, sweet temper, wisdom, beauty, wealth, grace, and sweet voice. They decided that the fairies should come tripping in and the first fairy say, “I give to the Princess health.” The next fairy say, “I give to the Princess beauty,” etc. The children suggested that the wicked fairy should be different from the other fairies and should come hobbling in with an ugly frown on her face and very angry at not being invited to the feast. She was to say, “I was not invited to the feast but I am here, ha! ha! ha! and I will give my gift. When the Princess is

fifteen years of age she shall prick her finger with a spindle and die of the wound."

The children then decided to have the good fairy come from behind the curtain, where she had hidden, and try to comfort the sorrowing parents and give as her gift that instead of dying, the Princess should only fall into a deep sleep which should last for one hundred years, at the end of which time a King's son should come and awaken her.

We went through with the whole story like this, the children working it out in a play form. The knowledge obtained where interest and enthusiasm are at a high pitch cannot help but be more lasting in effect than when obtained from a work in which the children feel no vital interest.

After they worked out the story in this way I retold it to them as I was seeing and hearing the story as they brought it out in their discussion, as: "I see the King and Queen in the castle and they are so happy because a little daughter has been given to them, and I hear the King say, 'For long we have been wishing for a child,' etc. Then I hear the Queen say, 'Yes, and I am so glad the fairies are coming,' etc. Then I see the fairies come tripping in and I hear each fairy say: The first fairy, 'I give to the Princess health,' etc. Then I see the wicked fairy come hobbling in with an ugly frown on her face and very angry, and I hear her say," etc. I retold the whole story in this manner, trying to bring the pictures before the children as vividly as possible.

After this I took my seat and let the children carry out the play in their own way.

The result of this was surprising. The children had gotten the story in reality but had not been able to express it before. The effect of this dramatization was shown in their reading lessons afterwards by an improvement in their expression in reading. From this I learn that when it is difficult for children to get the pictures and the thought in reading, I can best bring the reality to them through dramatization.

ALICE TILLERY.

Spelling Plans

1. THREE SPELLING PLANS.

In accordance with the ideas as given in the spelling paper by Miss Spencer I offer the following as a suggestion for teaching lesson 2, page 22, Reed's Primary Speller. I found this to work very satisfactorily for the third grade.

In the assignment, correct pronunciation and meaning were secured by letting the children pronounce words from the board and then write a story about corn, using the words. When the lesson was taught the children got the visualized forms of the words by writing them on the board as I read the story in which they had used the words in the lesson. After they had written all the words on the board the children spelled them as they were erased. After this we had written spelling. After

looking over the pads I found that most of the mistakes were in visualization, so I wrote the misspelled words on the board for them to concentrate on the correct form. Then I sent the children who had misspelled the words to write them on the board.

2. THANKSGIVING SPELLING LESSON.

In the following suggestion the children did not realize that they were learning to spell but thought they were only learning to write the names on their Thanksgiving pictures.

For pronunciation the child named the things that we were to have for Thanksgiving dinner. We told him to draw a nice large picture of all these things: turkey, pies, cakes, goose, pumpkin, cranberry, vegetables, candy, apples, nuts. In teaching the lesson I collected the drawings and stood some of each around on the board. One child at a time went and wrote the names beside the drawings. Then several children wrote all of the things that we planned to have for dinner on the board. They then wrote the things on stiff drawing paper to form menu cards.

3. PROGRAM SPELLING LESSON.

Elsewhere in THE QUARTERLY you will find the dramatization of "Sleeping Beauty." I offer the following as a suggestion for correlating a spelling lesson with the dramatization:

The day before the dramatization I told the children that we wanted to make out programs for our visitors. I let them select what characters they wanted in the play as: Sleeping Beauty, King, Queen, Good Fairies, Slighted Fairy, Dwarf, Prince, Woodman, Guards. I told them to make those characters into a real program telling who would take the different parts. In teaching the lesson I told them that we wanted a program on the board for the pupils to see. One child went and wrote his first character, being careful to spell it as it was in the book. We continued this until we had the whole program on the board. We covered this program on the board and told the children to make out some more programs for our visitors, being sure to spell the names correctly.

CHRISTINE JOHNSTON.

Correlation of Music and Drawing

During Hallowe'en week I found a great opportunity to correlate music and drawing. The interest of one expressed itself in the other. The first day of Hallowe'en week the children talked freely of Hallowe'en customs—the things they see and do. We sang and played "Come Shake the Apple Tree." After shaking our pretty apples off we decided to put a Jack-o'-lantern in the tree. The children were delighted to imagine this was in a field they knew. The next day they wanted to draw Brownies, so we put a Brownie in the tree and placed *an owl* on either side because they were not afraid of a Brownie. This suggested singing and playing "Old Round Faced Owl."

Some children suggested drawing a black cat, so the following day we drew a Jack-o'-lantern on a gatepost and a black cat near it. We played that the cat came out of the house and his appearance proved he was frightened. They were enthusiastic over drawing a witch on a broom driving two Jack-o'-lanterns. This suggested singing a Hal-lowe'en song which told of all the terrors of the occasion.

VERA MAE WATERS.

The following is the concluding paragraph of an article in the *West Virginia School Journal* by M. J. Abbey, Professor of Agricultural Education at West Virginia University on "How Nature Study Correlates":

"The relation of nature study and literature is best expressed when Burroughs says, 'Unless science is mixed with emotion and appeals to the heart and imagination, it is like dead, inorganic matter; and when it is mixed and transformed, it is literature.' Nature has been the inspiration of all great literature. Few of us, as teachers have the power to picture nature in all her beauty. We must resort to the poet if we would get some of the grandest lessons she has in store for us. New avenues of appreciation are opened. A lasting influence is established. The writer never fully appreciated the poems he committed to memory when a child, until he became a teacher of nature study. Common-place objects have a double interest when one can see them through some beautiful verse. In addition to the aesthetic influence of literature, it gives a larger content to the nature topic. The following stanza was composed by a child who has caught something of the 'Nature Study Beautiful' spirit:

" 'Jolly little mountain streams,
Dancing on your way,
Laughing at the sunbeams,
Singing all the day.' "

Question Box

To all who have questions and problems, send them in for others to answer. Give and receive aid. If you have found the answer to anything you see here, send it in.

The following problems came up when I was working out a daily schedule for a one-teacher school:

1. How shall I keep the little children busy and interested while I am working with the older children?

2. Shall the little folks be kept in school all day? If not, how can I provide for them to play safely out of doors?

How can I group classes in order to give more time to different subjects?

Are we going to work by grades strictly or by groups? Why?

How can I make opening exercises interesting and helpful?

How can I get parents to visit schools?

How shall I organize a literary society in the higher grades?

Please send in suggestions for closing day exercises.

What can I have for Friday afternoon programs?

What can we do with the big boy in the class of small children?

Shall we start a fourteen-year-old boy in Mother Goose rhymes?

What can we do with the child who is away back in arithmetic but good in reading?

Has anyone found a really good substitute for "ye old-time spanking" and "keeping in"?

What practical good do teachers get as a result from much use of the hectographed stencils?

What are some plans and schemes, that have been actually used and have proved practicable, for presenting language?

Reviews

Important Features of Rural School Improvement, by W. T. Hodges, is the result of Commissioner Claxton's effort to make public the most successful ways of rural improvement. The bulletin is full of valuable suggestions taken from reports made by the most successful superintendents, supervisors and teachers throughout the entire country. The suggestions are organized as follows: Change in administration and supervision; instruction; improving the teacher while in service; improving buildings and grounds and socializing the school. The needs of assistant supervisors, clubs and school fairs are discussed by those who know their value. For those who are interested in community uplift and school improvement this little bulletin, which can be had for the asking, will be of valuable service.—*Bulletin 25, 1914, Department of the Interior*.

The Rural School and Hookworm Disease, by Jno. A. Ferrell, M. D. This Bulletin deals with the hookworm disease in different stages and climates. It explains the manner in which it is communicated from one person to another and its prevention and cure. As the disease is most prevalent in the Southern States, and especially among the school children, it would be well for each teacher to have this Bulletin. Dr. Ferrell has treated the subject in a simple, direct way and tells the parents and teachers how to recognize it and what to do when it is present. The work of the Rockefeller Sanitary Commission for the Eradication of Hookworm Disease is fully explained. The best method yet found is to educate the teachers and to establish dispensary stations. Dr. Ferrell is from North Carolina, and all North Carolinians should be gratified that a man from this State has gained so much recognition in a subject of such great interest.—*Bulletin No. 20, 1914, of the U. S. Bureau of Education, Washington, D. C.*

A pamphlet entitled *Minimum Sanitary Requirements for Rural Schools* has been prepared and a large edition will be distributed as widely as possible. Copies of this may be had by addressing the chairman of the committee, Dr. Thomas B. Wood, at Teachers' College, Columbia University. The pamphlet gives in exact form a statement with regard to the location and surroundings of buildings with regard to the construction of school building itself, lighting, cleanliness, water, furnishing, toilet and other improvements that are necessary for model, sanitary rural school building.—*The Elementary School Journal*.

The *American Schoolmaster*, "a magazine devoted to the professional aspects of teaching," published by the Michigan State Normal College, has an editorial in the October number on "Rural School Outlook," from which the following is clipped:

"The day of the rural school is at hand. The past fifty years has been a period of educational organization and enlargement. The university and col-

lege, the high school, the graded village school, each in its turn, has received the attention of the educational specialist. * * * But during the whole of this time one field of public education has been receiving little attention—the field of the rural school. * * * Today the attention of educators is being turned in this direction and there is every indication that the country school is to receive as careful consideration as has heretofore been accorded the schools of the village and city. * * * To meet the recognized need normal schools and agricultural colleges have established departments of rural education, high schools are offering courses designed to prepare teachers for rural schools, and county normal training classes have been called into being. In addition to these agencies state and county superintendents are seeking through institutes, reading circles and study centers to reach all the schools and give at least a minimum of training to every teacher. All this is indicative of good things for the rural schools. The next decade will see as great progress in this field as has heretofore taken place in other fields of educational work. No other field today offers the opportunity for constructive work which the rural school field presents. It may be the pioneering stage, but the opportunity presented may well appeal to all who wish to do constructive work in a field untrammeled by tradition and capable of the widest improvement. Those institutions that realize the need for trained teachers in country schools and are maintaining courses to meet the need will reap a rich reward in the future influence they are able to maintain in these sections. The educator who applies himself to the solution of the problems of the rural school will be an influential factor in the councils of tomorrow. Here is the field of endeavor for today. The rural school is coming into its own."

The following suggestions for pageants are taken from the *Atlantic Educational Journal*, a magazine which has contributed more on pageantry than any other periodical:

In the issue of April, 1914, there is an article, "A Festival Opportunity," by William Bonn, that shows what an excellent opportunity the Panama Canal gives for pageants. Balboa and his explorations furnish a spectacular introduction. Geography, history, civics, natural history and English can all be drawn upon for the work.

In the issue for April, 1913, is an article, "History Taught by Pageantry," by Florence R. Bonn, teacher of practice, Baltimore Teachers' Training School. In this she outlines a pageant of the early history of Maryland in eight episodes which was presented by her fifth-grade pupils. She says this pageant was merely "the outcome of the delightful work which teacher and pupil had enjoyed," "they literally lived their history lessons." "The effect on the class," she says, "was good in every particular." It improved both oral and written composition and brought about better attendance. All departments became interested and the community was helped.

Another suggestion found was for "A Pageant of Dutch Days." This could be effectively produced by the second and third grades when they are interested in studying child life in other lands. There is a good field for spectacular but inexpensive costuming and for the folk song and folk dance.

A dramatization of Robin Hood by a group of fifth grade pupils, which appears in the issue for September, 1914, is suggestive.

Hiawatha is the best of all for a pageant play. It can be used indoors or outdoors, and can be as simple or as elaborate as one chooses to make it. The beautiful musical lines of Longfellow can be followed word for word. There is abundant opportunity for song and dance. The Indian costuming is easily managed.

Alumnae Department

To the Alumnae

The Alumnae Association of the Training School has the wonderful opportunity of putting into practice the same principles of service which characterized the foundation of the school. This application can be made through our school magazine. The TRAINING SCHOOL QUARTERLY should be a clearing house of ideas, a medium of exchange for those of us who are in the teaching profession. Every member of the association, and they are 103 in number, should feel it not simply her duty and pleasure but a privilege to help support the magazine.

Hereafter it is the purpose of the editorial staff to have at least one article written by an alumna in each issue of THE QUARTERLY. We want to make THE QUARTERLY a high-class professional magazine, and it is our purpose to make each issue of the magazine worth the price of THE QUARTERLY. Provision has been made for publishing live, wide-awake problems, well thought out questions and suggestions in the different departments. The questions should be studied and answers sent in. Some of these concentrated efforts may result in articles. However if the time for polishing material is denied do not withhold the material because its form is crude, but send it into the workshop and see what can be done with it there. We want your ideas, that is the point we would emphasize.

In the same spirit of response which you admire in your pupils will you not send in the best that you have to THE QUARTERLY? And if after reading an issue of the magazine you find something good has been said, will you not pass it on to some one else?

Have you not always wanted to ask questions? Then grasp your opportunity by sending in for publication the solution for your problems as you have them. We are not only expecting your aid but we are depending upon you. Let us begin now "To Serve" each other as well as the public.

P. S. D.

News Notes

(We have been unable to get many news items for this issue of THE QUARTERLY. However we shall expect both alumnae and old students to send in reports as early as possible of what they are doing. If anyone hears any good reports of the work of Training School girls we trust she will kindly pass it on to us.)

Vada Highsmith, '11, who is teaching in Salemburg, N. C., Sampson County, was one of the teachers assisting with a demonstration in domestic science, under the direction of Miss Lula M. Cassidy, at the Teachers' Assembly in Charlotte.

Members of the class of 1914 are located as follows: Bessie Lee

Alston, Roanoke Rapids; Marion Alston, State Normal; Corinne Bright, in the primary department of the Mt. Airy Graded Schools; Mattie H. Bright, Macclesfield; Mae Belle Cobb, intermediate work, Battleboro; Mattie Cox, Falling Creek, Wayne County; Gertrude E. Critcher, primary work in Pitt County, near Greenville; Lela Deans, intermediate work in one of the leading schools in Nash County; Bessie Doub, Wendell, is working out the Home Credit System. Excellent reports of her work have come in from time to time. Mavis Belle Evans is teaching at home, near Greenville; Blanche and Ethel Everett, State Normal, Greensboro; Gladys M. Fleming, principal of a two-teacher school in Pender County, near Burgaw; Lula Fountain, Bethel; Nina Gatlin, Roanoke Rapids; Emily D. Gayle, Grifton; Annie D. Hardy, primary, and high school English, Whiteville; Blanche Lancaster, Smithfield; Luella Lancaster, Grimesland; Carrie Manning, principal of a thriving school in Granville County, near Oxford, has recently organized a Country Life Club among the patrons of the school. Anna Stanfield is one of the assistant teachers of this school. Sadie Nichols, intermediate grades in a three-teacher school in Orange County; Agnes Pegram, Franklinton; Annie E. Smaw, Pender County; Grace E. Smith, intermediate grade work in Whiteville; Kate Watkins, private class in Graham; Essie Woolard, Whiteville; Rosa Mae Wootton, at her home near Greenville; Mary Chauncey, near Belhaven; Mary Smith, Clarkton; Mary Weston, Macon; Minnie Myers, Biscoe; Emma Cobb, Sampson County; Bessie Corey, near Greenville; Helen Daniels, Vance County; Ila Daniel, Granville County; Geneva Quinn, studying at Queen's College; Addie Pearson, Middlesex.

Mary Weeks, '13, who has been teaching in Graham since her graduation, spent Thanksgiving in Winston-Salem with her sister, Hattie Weeks, also class '13, who holds a position in the primary department of the graded school at that place.

Grace Bishop, '11, is supervisor of drawing in the graded schools at Tarboro.

Edna Campbell, '12, president of the Alumnæ Association of the Training School, is teaching in Winston-Salem this year.

Marguerite Davis, '12, is spending the winter at her home in Tarboro. She has recently recovered from a severe illness.

The following is taken from the local paper:

"In the Christian church of Greenville, N. C., at 8:30 p. m. Wednesday, October 28th, Miss Mattie Moye King ('12) became the bride of Mr. Louis Gaylord, of Plymouth, N. C. Miss King is the accomplished daughter of the late Sheriff R. W. King. Mr. Gaylord is a son of Mr. and Mrs. A. O. Gaylord and is a promising young lawyer of the firm of Gaylord & Gaylord. Among Miss King's attendants were: Misses

Margaret Blow and Lillian Carr, class '11, and Miss Amine King, class '15. Immediately following the ceremony a public reception was given at the home of the bride's mother. Quite a number of guests called during the evening. Receiving in the sitting room were Nell Pender, '11, and Florence Blow, '12. The bride and groom drove through the country to Wilson where they boarded the train for Northern cities."

There are thirty Training School girls teaching in Pitt County, ten of whom are graduates.

President Wright was delighted to see a number of Training School girls at the Nash County teachers' meeting and to hear good reports of them.

Louie Dell Pittman, '13; Luella Lancaster, '14, and Lorraine Britt, who are teaching at Grimesland, have been very busy moving into a handsome new school building.

Emily Gayle, '14, brought a number of little folks from Grifton to the unveiling of the Confederate monument in Greenville, November 13th.

Willie Lee Smith, '13, and Willie Greene Day, '13, are doing work in Domestic Science, Columbia, S. C. Ruth Moore, '13, is teaching at Warsaw. Josephine Tillery, '13, and Ruth Davis, '13, are at Roanoke Rapids. Inez Pittman is teaching at Oriental.

The Mikado

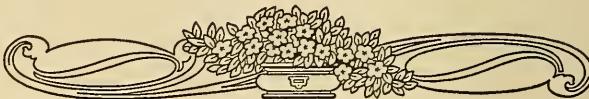
SYNOPSIS OF OPERA.

Nanki-Poo, son of the Mikado, has fled from his father's court because of the attention of Katisha. While disguised as a wandering minstrel he falls in love with Yum-Yum, one of three pretty sisters, who is about to be married to Ko-Ko.

An execution being demanded by the Mikado, according to law, Nanki-Poo offers himself as a substitute for Ko-Ko, on condition that Yum-Yum be his bride for a month.

Katisha arrives upon the scene and attempts to reveal the truth about Nanki-Poo, but is prevented by the "three little maids."

Complications arising from this plot are cleared up in the second act upon the arrival of the Mikado, and all ends well when he finds that Nanki-Poo "has gone and married Yum-Yum."





MIKADO, ACT II.

"BRAID THE RAVEN HAIR"—THE LITTLE MAIDS.

School Organizations

Literary Societies

OFFICERS.

Sidney Lanier.

President—Bernice Fagan.
Vice-President—Susie Morgan.
Secretary—Majorie Pratt.
Treasurer—Ophelia O'Brian.
Marshal—Annie Wootton.
Critic—Sarah Clement.

Edgar Allan Poe.

President—Mary Bridgman.
Vice-President—Rubie Vann.
Secretary—Lucille O'Brian.
Treasurer—Mary Wooten.
Critic—Kate Tillery.
Doorkeeper—Sallie Hooks.

The two societies are well organized this year and are at work with earnestness that spells success.

In the beginning of the year's work each society made a general plan of the whole year. This plan is worked through a system of committees which means that every girl is on some committee and is brought into vital touch with some phase of the work during the year. The program committee plans the programs so as to have every girl in the program during the year.

The work of the Laniers this fall has consisted of semi-monthly programs.

The first two programs were taken from Southern literature.

I. Synopsis of Lanier's Life and Works.

Poems, prose selections, and music.

II. A Southern Program.

A study of the lives and works of certain Southern writers; lantern slides of these men; musical selections.

The third program was an English farce, "At Sixes and Sevens." This was given to the faculty and Poe Society. It was very humorous and quite enjoyable. This play attested the ingenuity of the society. The stage setting was appropriate and well worked up. This showed the ability of the girls to make a success with available material and without cost. The characters took their parts exceptionally well, which proved that they had been under the supervision of an efficient coach, who was one of the girls of the society.

CAST OF CHARACTERS.

Colonel Schrimner.....	OPHELIA O'BRIAN
Mrs. Schrimner	BERNICE FAGAN
Hector Schrimner	OLIVIA HILL
Jessie Wharton	MILDRED BROOKS
Mrs. DeLancy	LOUISE MOORE
Mr. Teddington Locke	SARAH CLEMENT
Mary—the servant	ELLA BONNER

As the holiday season was nearing and all minds were naturally drawn to it, the society took up the subject of Christmas in its last program.

- (a) Ye Old Time Christmas Entertainment:
Songs, recitations, pantomimes, and drills.
- (b) Ways in Which Christmas is Celebrated by Different Nations:
Character of celebrations and modes of dressing.

The chief contribution the Poes will make to the school and public this year is *Hiawatha*, the great epic poem, given to the public on December 7 in the form of a pageant play.

This pageant was marked by spectacular charm and picturesque beauty. The musical lines of Longfellow's poetry were closely followed in the reproduction.

Indian life with its peculiarities was vividly reproduced by the scenery, costumes, dramatic action, music and dancing.

Practically all the members of the society were connected with the pageant. There were fifty-six girls in the cast. These were kept busy with the practice for the play. The remaining members were divided into groups, and while their work did not appear before the public, nevertheless they were kept quite as busy as the cast, and the success of the finished product depended upon their work to a great extent.

One group was kept busy making posters, of which there were twenty-five. These attracted much attention in Greenville and the near-by towns. Another group attended to the newspaper advertisements, hand-bills, programs and tickets. Still another group attended to the renting of costumes and stage setting.

Miss Muffley was the coach. She spent much time in Baltimore before she returned for school this fall getting suggestions and making arrangements for this pageant.

Miss Graham as business manager, Miss Lewis as supervisor of the poster making, and Miss Hill as pianist rendered invaluable service in making the pageant a success.

CAST OF CHARACTERS.

Hiawatha	MARGUERITE WALLACE
Minnehaha	ERNESTINE FORBES
Nokomis	FLORA HUTCHINS
French Priest	NORMA SMITH
French Trader	LOVE EASTWOOD
Chibiabos	FRANCES PURVIS
Kwasind	LOLA BRINSON
Pau-puk-keewis	JULIA JORDAN
Father Arrowmaker	SARAH ELLIS
Indian Guide	OLIVE KITTRELL
Fever	LOLA BRINSON
Famine	FRANCES PURVIS
Warriors, Maidens, Flutist, Squaws, Tomtom Beaters, Children, Frenchmen.	

The regular semi-monthly meetings were dispensed with and all the time spent in the preparation of the pageant.

That the school might be more able to enjoy the pageant, several interesting sets of lantern slides on Indian life were given.

The Poes have planted about five hundred bulbs of various kinds in their plot around the dining room door.

Y. W. C. A.

The Y. W. C. A. of the Training School, from the time of its organization five years ago, has made itself felt in the life of the school and of the students individually. Its work does not stop after the commencement in June, but its officers and committees keep in touch with the office and write to all applicants who have been accepted, extending to them a hearty welcome and the hand of friendship, and send to them the Handbook and other valuable information. When school opens in September the Y. W. C. A. girls are the first ones to arrive to welcome the new girls and show them to their rooms, help them register, guide them to the classrooms and tell what the bells mean and help them to establish themselves in their new quarters. During the first week, which is a time of adjustment and confusion, the members of the Social Committee try to drive homesickness away by giving little informal social functions for the purpose of getting the students acquainted with each other. At these each girl wears her name pinned on her dress so that stiff introductions are unnecessary and each one feels perfectly at ease. The members of the faculty are interested in the association and aid by their attendance and helpful suggestions.

The officers for the year are:

<i>President</i> —Katie Sawyer.	<i>Devotional</i> —Bettie Stanfield.
<i>Secretary</i> —Allen Gardner.	<i>Sunshine</i> —Vera Mae Waters.
<i>Membership Committee</i> —Kate Tillery.	<i>Room</i> —Lucille O'Brian.
<i>Bible Study</i> —Beatrice Ensley.	<i>Finance</i> —Pearl Davis.
<i>Mission Study</i> —Bettie Hooks.	<i>Social</i> —Mabel Cuthrell.
<i>News</i> —Trilby Smith.	
<i>Faculty Advisers</i> —Misses Jenkins and Hill, and Mr. Wilson.	

All of these officers do efficient work in their particular departments, and also find time to lead in the personal work that has been a great agency in the work of the Association. The Cabinet meets once a week when reports are read and plans are discussed which are later worked out and developed into deeds that advance the work of the organization. One of the main objects of the Cabinet is to keep every member of the Association interested and busy.

The work of the Membership Committee is to stimulate interest among the members and to get new members.

The Devotional Committee appoints the girls who lead in the Friday night prayer meeting. These meetings are always conducted entirely by the girls, which tend to bring them into closer relationship with each other. This committee has been fortunate in securing good speak-

ers for the Sunday evening service. These are always well attended by both faculty and students, and are usually conducted by some member of the faculty or by some minister of Greenville or from some near-by town.

September 27, President Wright conducted the "Decision Service." In his talk he explained the purpose and work of the Y. W. C. A. and urged all the new students to take a stand for the right. October 4, Rev. J. M. Daniels, pastor of the Methodist church, Greenville, talked on "Christian Service." October 11, Bettie Spencer and Bettie Stanfield led and read some beautiful selections on "The Spirit of the Master." October 18 was the evening of the "Inductive Service" for the new girls. Mr. Wilson, as a representative of the Faculty Advisory Committee, made a talk and joined the President of the Association in extending a hearty welcome to the new members. October 25, Katie Sawyer, President of the Association, talked on "Prayer." Some of the girls brought their Bibles and helped in the service by reading references. November 1, Dr. T. W. Chambliss, of Wilson, spoke on the subject of the "Aristocracy of True Worth." November 8, Mr. Meadows talked on "Success Through Seeming Failure." November 15, Mr. S. B. Underwood spoke on "Holding Fast to Ideals." November 22, Rev. S. E. Mercer, President of the Carolina College, Maxton, N. C., talked on "Paul's Conversion." November 30, Mr. J. E. Sawyer, of Ayden, spoke on "Freedom."

Large Bible Study classes have been organized. These meet every Tuesday evening before study hour. They are taught by students who form a normal class which is taught by Miss Graham. The subject for study is "The Women of Ancient Israel." A Mission Study class of more than fifty, composed of both faculty and students, has been organized. The subject for study is "The Challenge of Country Life." This is thought to be so good a subject that it ought to be studied every year at a school of this kind. In view of this fact the Association has bought the books to rent to the class members. Miss Armstrong, who is teacher of domestic science, will teach the class.

The Sunshine Committee, with Vera Mae Waters as chairman, is truly a ray of sunshine. Their large flower garden, which is in the court of one of the dormitories, not only adds to the appearance of the place but is a beloved friend to all the girls whose rooms face the court. Every morning during the flowering season the sunshine girls may be seen gathering great armfuls of flowers. These are arranged in all the offices, parlors and classrooms of the school and great quantities are given to the townspeople. This committee also aids the churches in charitable work among the poor of the town. If they hear of a destitute family they always send help of some kind, and sometimes buy and make clothes for the children. At the suggestion of this committee the

Association sent bandages and a purse of thirteen dollars to the Belgians.

Thanksgiving morning at 8:30 o'clock the students assembled in the auditorium and held a special Thanksgiving service. The words of a cantata, "Our Country for All," were read responsively and beautiful Thanksgiving hymns were sung. President Wilson's and Governor Craig's proclamations were read by Pearl Davis and Louise Smau, and "Things to be Thankful for" were enumerated by Hattie Turner. In conclusion all read together one of Henry Van Dyke's poems.

The Athletic League

OFFICERS.

President—Clara Davis.

Business Manager—Lucille O'Brian.

Secretary—Bettie Hooks.

Sergeant—Alice Herring.

Faculty Advisory Committee—Misses Comfort, Graham, and Waitt.

Activities—Basketball and Captainball, under the supervision of Miss Comfort; Tennis, under the supervision of Miss Graham; Cross-country walking, under the supervision of Miss Waitt.

The purpose of the Athletic League is (1) to develop and encourage an athletic spirit in the Training School; (2) to provide recreation for the students of the school; and (3) to train girls to carry on the work of an athletic league so that organized play will become a permanent feature of the school.

Although other activities have been a handicap this year, much interest has been manifested in all athletic sports and the membership of the League is 145 while last year it was only 94.

In basketball all the coaching is done by the girls under the supervision of Miss Comfort. Although this may have disadvantages in the immediate game, it trains the girls to be self-reliant and will enable them to carry on the work of an athletic league as well as to coach the game after leaving school. There are ten teams in school: two senior teams, four junior teams, two second-year academic class teams, and two one-year class teams.

A match game was played on Thanksgiving between the juniors and seniors. The seniors were victorious, the score being 22 to 4.

Captain-ball, which was introduced in the school for the first time this fall, is an interesting game and gives variety to athletics. Two teams of the first-year academic class play this game with Georgia Keene of the junior class, as their coach.

Sixty-eight girls have already enrolled for tennis this year. There are six courts, each court being assigned to one class until 4:15 in the afternoon. At the expiration of this time those courts not filled are open to any players. Ophelia O'Brian, who "keeps tab" on the players, has proved a great help to those who are learning the game. A match

game was played on Thanksgiving Day between the juniors and the second-year academic class. The juniors were victorious.

The girls in the Cross-country Walking Club walk three times a week, the minimum walk being three miles. No credit is given to any girl unless she takes at least twelve walks a year.

In all athletics the students are urged to respect the "Eight Great Laws of Sport," which are:

1. Sport for sport's sake.
2. Play the game within the rules and win or lose with honor.
3. Be courteous and friendly in your games.
4. A sportsman must have courage.
5. The umpire shall decide the play.
6. Honor for the victors, but no derision for the vanquished.
7. The true sportsman is a good loser in his games.
8. The sportsman may have pride in his success, but not conceit.

Much is being done to train the girls to take charge of athletics, and the following basketball committee has been appointed: Rebie Bryan, chairman; Eunice Vance, Ella Bonner. This committee arranges schedules for the games and provides umpires and referees, keeping all necessary records of match games.

There will be a basketball tournament in January in which all the classes will compete for the trophy cup. There will also be a tennis tournament in the spring.

The Classes

CLASS OFFICERS

Senior Class.

President—Kate Tillery.
Vice-President—Clara Griffin.
Secretary—Emma Robertson.
Treasurer—Millie Roebuck.
Critic—Sarah Clement.
Historian—Christine Johnson.
Class Adviser—Mr. Austin.

"B" Class.

President—Fannie Leigh Spier.
Vice-President—Hallie B. Jones.
Secretary—Ethel Perry.
Treasurer—Ruth Ashley.
Sergeant—Olivia Hill.
Class Adviser—Miss Comfort.

"F" Class.

President—Maude Blanchard.
Vice-President—Luna Dixon.
Secretary—Mary Paul.
Treasurer—Myrtle Helms.

Junior Class.

President—Alice Herring.
Vice-President—Eunice Vance.
Secretary—Jessie Daniel.
Treasurer—Nellie Dunn.
Critic—Julia Rankin.
Class Adviser—Miss Waitt.

"A" Class.

President—Bess Tillett.
Vice-President—Thelma White.
Treasurer—Clellie Ferrell.
Secretary—Flora Barnes.
Class Adviser—Miss Jenkins.

Historian—Sadie Dew.

Critic—Sarah Ellis.

Sergeant—Mary Cole.

Class Adviser—Miss Davis.

School Notes

The pageant play, "Hiawatha," given by the Poe Society December 7, was the main public feature at the Training School this fall. The ability shown by the group of girls in reproducing the scenery, customs, costumes, ceremonies, music and dances of a primitive race in such a characteristic manner was quite wonderful. The educational value, both to the cast and public, was well worth the work and expense it required to give it.

On Wednesday evening, November 16, Mr. L. C. Brogden, Supervisor of Elementary Rural Schools in North Carolina, made a talk on "The Place of the Rural Teacher in the Community." Circles representing the forces that should be related were drawn as illustrations. He himself represented the teacher that was a failure, the one who touched none of the forces, leaving his audience to draw conclusions as to the successful teacher. He used illustrations and pictures that were familiar to all who had attended rural schools. Mr. Brogden's personality gave a unique touch that is rare in educational talks.

Mr. T. E. Brown, Assistant in Charge of the Boys' Corn Clubs in North Carolina, on November 9 delivered a very interesting address on "Educational Problems." The next morning he explained the agricultural club work in North Carolina. The address is published as an article in this issue of *THE QUARTERLY*.

The students and faculty of the Training School attended the exercises of the unveiling of the Pitt County Confederate Monument on the courthouse square of Greenville, November 13.

The students, led by the faculty and followed by the Greenville graded school, marched through town carrying Confederate flags. Banked on the courthouse steps to the right of the speaker's stand they made an effective picture as they waved their flags to the tune of "Dixie" played by the band.

Members of the Senior Class, under the supervision of Miss Armstrong, served the dinner given to the old soldiers by the people of Greenville.

The tables placed in the corridors of the courthouse were beautifully decorated.

In the afternoon the school was honored by a visit and talk from Governor Locke Craig, who delivered the address at the unveiling.

Soon after school opened Governor Jarvis talked to the girls one morning at assembly. He urged them to make the best of their opportunities and to prepare for life's responsibilities so that when a testing time came they would be ready to meet it. The students deem it a great privilege to have the opportunity of seeing and hearing Governor Jarvis.

One of the most interesting assembly talks President Wright gave the students during the fall was on certain phases of the European war. The part those warring nations had played in the progress of civilization, the retardation of progress the war would cause, the death rate of the young men of these nations, America's great responsibilities during this crisis, were phases which he particularly stressed.

On October 19 Dr. B. W. Spilman, under the auspices of the Y. W. C. A., delivered a very interesting lecture on "Falling Down on the Job." While he handled his subject in such a manner as to show that he is an advocate of the laugh and grow fat theory, yet the serious vein of his lecture furnished much food for thought.

On November 14 Mr. Freeman, one of the farm demonstration agents for Eastern North Carolina, made a short talk on the work of the demonstration agents and its connection with the schools.

Dr. Owen, on November 21, gave an illustrated lecture on the causes, results and prevention of hog cholera.

The annual meeting of North Carolina Farmers Union was held in Greenville on 18-19 of November. The day meetings were held in the Training School auditorium. On the evening of the 19th the school gave a musical program in their honor.

The school had the pleasure of hearing excellent addresses on the work of the union by Prof. E. C. Branson, of the State University; Mr. Barrett, President of the National Farmers Union; Dr. Alexander, President of the North Carolina Union, and Mr. Rhodes, Secretary of the National Union and President of the Tennessee Farmers Union.

Practically all the students have taken the anti-typhoid treatment this fall. During the summer Mr. Booker, of the State Department of Health, wrote to President Wright concerning the campaign now being waged against typhoid fever. President Wright is very much in favor of this movement. Soon after school opened he had Dr. Laughinghouse, the school physician, to talk to the students in non-technical terms on the causes and prevention of typhoid fever.

One evening in November the exploration period of America was shown in a very interesting set of lantern slides. Through these pictures and interesting running comments by Miss Davis this period was made real and vivid to the students. They were filled with the romantic spirit of adventure that inspired such men as Columbus, Balboa, DeSoto, Magellan and other explorers.

The students contributed many articles of cotton clothing to the box sent to the Belgians from Greenville. They also decided not to exchange Christmas presents this year. The money usually spent for presents was given as a Christmas fund to the Belgians.

Thanksgiving Day was a happy, joyous holiday for the girls. There was no time for homesickness. Immediately after breakfast a beautiful Thanksgiving service was held; at 10:30 o'clock the basketball game began, which was followed by the tennis game. The whole school and some town people were enthusiastic "rooters." But the dinner was the big feature of the day. It was a typical Thanksgiving dinner, with turkey and the usual accessories. The Seniors, singing their songs, filed in after the others were seated and took seats at tables reserved for them. Toast after toast was proposed during the dinner. Those to Governor and Mrs. Jarvis, who were the guests of honor, and to Mr. Austin, adviser of the Senior Class, were peculiarly apt. Governor Jarvis in his recognition of it said the school since it had been in Greenville had added ten years to his life, ten years to his enjoyment of life and, he believed, ten years to his usefulness. Mrs. Jarvis said a few gracious words to the girls. Mr. Austin reminded them of the significance of the day.

In the afternoon the Junior Class team entertained the players that played basketball and tennis.

The sewing done by the Junior Class in the Department of Household Economics was placed on exhibition on December 14. Each girl was required to make three garments during the fall term. The ladies of Greenville were invited to inspect the work.

Oh Child!

Oh child! child! child!
Would we could fathom thee!
Would we could pass by the sacred goal,
Into the promise and wealth of thy soul,
And linger there reverently.

Oh child! child! child!
Then might we hope to reach
That beauty of self, perfection of all,
That loving of love, which alone is the call
Of the soul that can *dare* to teach.

—James Leroy Stockton in *Atlantic Educational Journal*.

"We are now at the beginning of a great educational movement for specialized educational training which can no more be set back than can the tides of the ocean or the hands of time."—*Education*.

"It is the privilege of the educators of today to witness, take part in, to direct and bring to full fruition this great comprehensive practical movement of the educational life of the race toward efficiency in all lines of human endeavor."—*Selected*.

The School Bulletin

During the five years since the school opened, on account of insufficient dormitory room, the school has had to refuse admission to a large number of girls. The records show: Total number of applicants, 4,214; total number admitted, 2,902; total number refused for lack of room, 1,312.

The school is patronized by six States: North Carolina, South Carolina, Georgia, Florida, Virginia, and Mississippi. Fifty-one counties of North Carolina are represented this year. Pitt County has the largest number—45.

The new domestic science kitchen is a bright sunny room on the second floor of the new wing of the Administration Building and is modern in every respect. A large range, a three-burner oil stove and fifteen gas burners constitute the equipment for cooking. An attractive cut of the kitchen is given in this issue. The girls cook in groups of two. Each group is assigned a desk and an ample supply of modern cooking utensils.

Some time during the year each girl assumes the duty of housekeeper; thus all are trained in the essentials of housekeeping.

The Senior and one-year classes are given cooking.

The work of the fall term has been: Breaks, cakes, pastries, candies, pies. Manner and time of mixing, proportions of ingredients, time for cooking and cost were phases of the work especially noted.

Another branch of home economics, sewing, is given to the Junior Class.

Each girl is required to learn the fundamental principles of sewing and to make several garments.

The Model School opened this fall for the first time. This school is a part of the Greenville graded school, hence it is under the supervision of the superintendent of Greenville schools. It is also a vital part of the Training School. The critic teachers are members of both the Training School faculty and of the graded school faculty.

The school is located on the edge of the Training School grounds in close proximity to both town and Training School. The building is very attractive and is modern in every respect. The building is at present one story with accommodations for four grades. It is arranged so that another story, which will provide for four more grades, may be added. The basement is arranged for rainy-day play.

The grounds furnish an ideal playground. Various surface features on a small scale are available. These furnish excellent facilities for home geography.

The student-teachers of the Senior Class of the Training School observe the work of the critic teachers in this school. Under the direction

of experienced supervisory and critic teachers they each teach one month from carefully prepared plans. Both the observation and teaching work are reviewed and criticized by the teachers. In this way the children get only the best and most approved methods of instruction, and the student-teachers get much experience under wise, individual supervision.

Several important changes have been made in the curriculum this year. In the department of pedagogy, child study has been added to the junior work. This was added for the purpose of giving a foundation for senior primary methods and psychology. It also gives the best method of actual child study in an organized way, which will be of invaluable service to the student-teachers of the Senior Class in their work in the Model School in the senior year.

Chemistry and biology have exchanged places. The Juniors have taken chemistry and the second-year Academic Class biology heretofore, now the Juniors will take biology and the second-year Academic Class will take chemistry.

History has been added to the Senior work. This is to give the Seniors the methods of teaching history in the grades. The work given covers the fourth through the seventh grades.

President Wright addressed the teachers of Nash County in their November meeting. He reported as a striking feature of this meeting that the citizens as well as the teachers attended.

Several of the Training School girls are teaching in Nash.

Two members of the faculty were on the program of the last meeting of the Teachers' Assembly: Miss Muffly gave to the teachers of the Primary Association a demonstration lesson of game and play songs suitable for North Carolina schools. Mr. Wilson was unable to attend but sent his paper on "Moral Education." This paper was one of three papers giving the threefold office of education. This is published as an article in this issue.

Prof. H. E. Austin is a member of the State Board of Examiners.

President Wright was elected Vice-President of Teachers' Assembly.

Misses Muffly and McFadyen and Professor Wilson were appointed as a committee to work with Mr. Underwood, County Superintendent of Pitt, a member of the Training School faculty, in arranging the programs for the county teachers' meetings for this year.

Miss Muffly talked on "Public School Music" to the teachers of Lenoir County at their November meeting.

As a demonstration lesson, Miss Graham again this year took the Senior Class to a tobacco sale.

Major J. J. Bernard and Mr. Goodno, Auditors, sent to the school by the State, spent several days during November auditing the books.

FOR REFERENCE
Do Not Take From This Loom



